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ABSTRACT

Twelve elementary and eight secondary ungraded schools in various geographical areas of the country were visited and reported upon by members of a selected school system staff. The resulting descriptive analysis established the criteria necessary for the evaluation of ungraded schools. Contained in the research findings are school comparisons and original rating scales which the author has formulated. The data used in the evaluation were acquired from (1) written reports made by the staff members relative to what they observed in the respective schools visited, (2) published articles about the schools obtained from the school systems themselves and from chamber of commerce materials, and (3) an evaluation made by the Southern Association of Colleges and Schools of two particular schools. Findings revealed that two elementary schools were considered to be ideal or excellent ungraded schools, five received a rating of very good, and the remaining five schools received ratings from good to fair. Two secondary schools were considered ideal ungraded organizations, five were evaluated very good, and the remaining one secondary school received a rating of fail. (Author/MLF)

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# EVALUATION OF TWENTY UNGRADED SCHOOLS

By

Bernard M. Barbadora

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pursuant to a grant from the U. S. Office of Education
Department of Health, Education and Welfare

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# EVALUATION OF TWENTY UNGRADED SCHOOLS

A RESEARCH PROJECT

Submitted to the Graduate Committee of the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Bernard M. Barbadora

The School of Education
UNIVERSITY OF DAYTON
Dayton, Ohio
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Approved:

Official Advisor

Official Reader

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# CHAPTER I

## INTRODUCTION

This study is a descriptive evaluation of the educational programs and community, the school staff and administration of twenty exemplary ungraded[1] elementary and secondary schools.

Two modern educators in the field of ungrading, Goodlad and Anderson, have stated: "The rapid increase of ungraded schools, the lack of agreement on definition, and the different practices being carried on under the label of 'ungraded' show clearly the need for a description and analysis of some existing practices."[2]

Carbone, another educator concerned with the ungraded movement, states: "Few people seem to know just what an ungraded school should look like. Rarely have educators developed suitable models to evaluate an ungraded school organization." He goes on to say that even though many educators have expressed interest in ungrading and even though many school men have actually attempted to develop ungraded programs, there appears to be a serious lack of concrete information or helpful benchmarks to guide them.[3]

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[1] The term "ungraded" will be used throughout the text for the sake of uniformity. Other terms sometimes used are "nongraded" and "continuous pupil progress."

[2] John I. Goodlad and Robert H. Anderson, The Nongraded Elementary School (rev. ed.; New York: Harcourt, Brace and World, 1963), p. 207.

[3] Robert F. Carbone, "Criteria for Evaluating a Nongraded School Program" (A speech presented at the Instruction Leadership Conference, College of Education, Ohio University, Athens, Ohio, June, 1966).

The data of this study, including the charts and graphs which are presented in the Appendix, attempt to answer the above proposals. The research findings may also serve as a reference guide for other interested school systems in the establishment of an ungraded program of their own.

The descriptive evaluation will be limited to twenty ungraded schools located in various geographical areas of the country. These schools were visited by the administrative staff and other personnel of the Tipp City School system, Tipp City, Ohio. A government grant bestowed upon the school system to study ways to ungrade and observe exemplary ungraded schools made this possible.

The evaluation is made in reference to the functional operation of the schools in 1966. The related research, dealing with ungrading exclusively, consists of selected publications from 1937, the year in which one of the first articles about ungrading was published, to the present.

This study does not attempt to measure the effectiveness of classroom teaching procedures; it does not give statistical results as to the benefits that can be derived from ungrading; neither does it evaluate teacher in-service training programs. No mention is made in relation to the objectives of each school or to the schools' policy regarding future developmental plans.

The specific purpose of this paper will be to identify patterns that re-occur in ungraded schools; to report on exemplary ungraded schools; to point out how these schools rank in relation to each other; to develop a suitable criteria checklist to evaluate an ungraded school; and finally to describe existing procedures and practices that are being carried on within these respective ungraded schools.

# CHAPTER II

## HISTORICAL BACKGROUND OF UNGRADING

The inadequacy of schools based on a graded structure organization, due to the demands on intellectual rather than chronological grouping of students, has caused modern educators to innovate a type of school organization which will not only meet individual needs but foster continuous progress. This educational enterprise is called ungrading.

The central theme underlying the trend toward ungraded school organization is but an honest acknowledgement of the range of human differences. As has been often said, children, like fingerprints, are all different.[1] The ungraded organization recognizes this fact and has taken numerous strides to remedy the situation.

The ungraded movement is one of the most promising of the current innovations in education today. If a school system is to individualize instruction, the school personnel must make plans to do away with the lock-step that apparently is caused by the graded structure.[2]

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[1] Stuart E. Dean, Nongraded Schools, Office of Education Circular No. OE-20009 (Washington, D. C.: U. S. Government Printing Office, 1964), p. 6.

[2] Robert R. Ritchie, "The Ungraded Project . . . The Reason Why," Listening, Learning, and Living (Tipp City, Ohio; April 5, 1967), III, No. 2, 2.

Besides being one of the most promising innovations in educational circles, ungrading rates as one of the most misunderstood and confused developments, due largely to its innate complexity and to a human propensity for oversimplification.[3]

Education, as it exists today, together with its graded structure of organization, the idea of sectioning students into grades on the basis of age, and each grade aimed at a particular age level, is almost literally medevial.[4] Sturm, a German educator, first conceived of this organizational plan by establishing the first graded school in Strassberg, Germany, in 1537.

It was not until the year 1847, however, that a New Englander, John Philbrich of Boston, introduced Sturm's graded school plan to the American school system. The Quincy Grammar School, which Philbrich organized, was not the first school to be graded, but it definitely set a pattern for today's graded schools.

Although 1847 is an early and most important landmark in American education, one would have to go back in history even further to recognize the roots of the ungraded structure. Ungradedness is one of the oldest known forms of formal education. One could have seen it in operation at the Acropolis in Ancient Greece, as Socrates moved leisurely with his following, and one can see it in the school established by Isocrates, as well as in the one established by Plato. However, it was not until the seventeenth century that educational history recorded the exact origin of the ungraded school.

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[3] Richard I. Miller, The Nongraded School--Analysis and Study (New York: Harper and Row, 1967), p. 1.

[4] B. Frank Brown, The Nongraded High School (Englewood Cliffs: Prentice-Hall, Inc., 1963), p. 27.

Schools in the United States, then, were not always graded. Originally found in the seventeenth century dame school and later in the eighteenth century "district" school, ungraded groups were taught by one teacher who handled all subjects in the first eight grades. In the one room schoolhouse not much consideration was given to the sectioning of students into grades.[5] All of the students were placed in one classroom, irregardless of age or maturational development. It can be said then, that the Greeks of the past, together with the schools of the western frontier featuring the one-room schoolhouses, used the only reasonable and practical approach to school organization--the ungraded system.

Much has been written concerning the historical development of the graded school organization, but a concise history of the ungraded movement remains to be written. Therefore, this chapter is a review of the literature relevant to the chronological development of ungrading and an examination of the influential grouping plans of both the nineteenth and twentieth century, which have proven to be forerunners of the ungraded movement.

During the second half of the nineteenth century, the classification of pupils into grades became accepted practice. Shortly, however, educators became concerned with the rigidity and inflexibility imposed by the graded structure. About 1890, there appeared a number of plans and systems intended to promote the individualization of instruction.[6]

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[5] Sarah L. Bailey, Historical Sketches of Andover, (Boston: Houghton Mifflin Co., 1880) p. 318

[6] Newton S. Edwards and Herman G. Richey, The School and the Social Order (Boston: Houghton Mifflin Co., 1947) pp. 826-28.

Anderson reports that a plan introduced in 1888 by Search, superintendent of schools in Pueblo, Colorado, emphasized individual work and individual progress, as opposed to group work and group progress, and thus eliminated the concept of nonpromotion. The plan also permitted the grouping of student on a homogeneous ability basis. This plan is known today as the Pueblo Plan.[7]

Another plan of school organization which had as its basis concept branches of ungrading was the Cambridge Plan. This plan, established in 1893, was essentially a two-track plan under which bright pupils could complete the standard eight year program in six years.

Other notable plans of the nineteenth century which served to be springboards for the ungraded movement were : (a) The Elizabeth Plan (1895) which was a plan for the promotion of pupils whenever they were ready for advanced work regardless of the time of the year. (b) The Portland Plan (1897), (c) The North Denver Plan (1898), and The Santa Barbara Plan (1898). The latter provided for promotion three times a year.[8]

The above plans do not, by any means, represent the entire list of projected activities in the field of educational organization during this era, but they are some of the better known and more highly publicized developments.

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[7] Robert H. Anderson, The National Society for the Study of Education (Chicago Press Publications: Organizing Groups for Instruction, the 61st Yearbook; Chicago, Ill.: University of Chicago Press, 1962), pp. 239-43.

[8] Elementary School Organization, supplement to National Elementary Principal (Washington, D. C.: National Education Association, 1961), XLI, No. 3, 52-53.

The advent of the twentieth century brought forth another period of experimental planning with the educational structure. These efforts continued to reflect dissatisfaction with the graded school concept and were further demonstrations of the ungraded organization.

Two rather similar plans, which were quite prominent during the twentieth century were the Winnetka Plan and the Dalton Plan. The Winnetka Plan, following the work of Burk in San Francisco State College's training school (1913-1924), was developed by Washburne after 1919. The curriculum was divided into "common essentials" and "group and creative activities." It was assumed that all children needed mastery of the former, but that the results achieved by children in the latter might legitimately differ. Pupils were classified according to age and social maturity, and the environment of the classroom was presumably very different from classrooms marked by grade-level standards, group examinations, and other features of promotion-failure procedures. Although the Winnetka Plan has had very great influence upon other efforts to individualize instruction and combat the lock-step graded system and philosophy, it has undergone considerable modification over the years.[9]

The same is true of the Dalton Plan first developed by Parkhurst in 1919 in a school for crippled children, and in 1920 in the Dalton High School. This classic plan was based upon individual progress, group interaction, and time-budgeting "contract plan" to facilitate individual achievement. Subject matter was grouped into two component parts, the academic and the physical-social. The former presented predominantly by individualized instruction, the latter by the whole-class method. The work for each grade was laid out in the form of "contracts" which described the work to be done over a period of weeks.[10]

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[9] Anderson, The National Society for the Study of Education, p. 242.

Other prominent plans of the twentieth century which contributed significantly to today's ungraded concept are the following innovations: (a) The Platoon School was developed by Writ in Bluffton, Indiana, in 1900. This plan is sometimes referred to as the "work-study-plan" program and had, as a part of its underlying motivation, more economical use of the school plant. (b) Burk's Individual Plan was developed in 1913. This was a plan which permitted individual rates of progress and promotion. (c) The Detroit X-Y-Z plan was concerned with the placing of pupils in one of three groups on the basis of intelligence test results.[11]

Again, these do not represent the entire list of activities in the field of school organization during this era, but they are the ones that contributed most successfully to the modern ungraded concept. It seems quite apparent that they offer rather convincing testimony in support of the contention that the structure of the elementary school was not in harmony with its function. Geared to the mythical average, the graded school plan is apparently failing to make administrative provision for the individual child. The factor of human variance and needs was ignored in the lock-step pattern and rigidity of the structure.[12]

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[10] Henry J. Otto, Elementary School Organization and Administration (3rd ed.; New York: Appleton-Century-Crofts, Inc., 1954), pp. 146-48.

[11] National Elementary Principal, XLI, No. 3, 55

[12] Ibid., pp. 55-56

These inherent weaknesses and restrictions of the graded-school approach continued to plague those who were interested in helping the elementary school, not only to become more effective, but in giving continued emphasis to the search for better ways in which to organize the elementary school. The activities of this period reaffirmed the restless search for improvement.[13]

To move from the historical perspective to the contributing organizational structures of the ungraded movement to an inquiry of ungrading itself is appropriate.

Considering the actual development and innovation of ungrading, Goodlad, in a report on efforts to break the traditional lockstep system of school organization, stated:

> Three major twentieth century movements contributed to getting drawing-board specifications for a new type of school organization, ultimately, an ungraded school.
> (1) Observation and experimentation revealed that children differ not only physically, emotionally, and socially, but also in their intellectual abilities.
> (2) Studies dealing with the effects of non-promotion upon pupil achievement and adjustment not only revealed the negative effects of nonpromotion under our present graded setup, but also to the whole program of the very rapid or very slow learner, for whom the concept of "minimum essentials" is misleading and damaging.
> (3) We have begun to see that material organized for preservation is not necessarily material organized for instruction. We must shift our curriculum thoughts from the subject-alone to the child-alone point-of-view.[14]

In conclusion, Goodlad in a paper prepared for the project on the instructional program of the public schools made this statement:

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[13] Ibid., p. 56

[14] John I. Goodlad, "Ungrading the Elementary Grades," National Education Association Journal, XLIV (March, 1955), 170.

> The graded system of school organization simply does not provide adequately for these three dimensions. It becomes useless scaffolding that must be cast aside in building a new structure.[15]

Educators have been questioning the graded structure for over one hundred years. The preceding programs described are an indication of this. What is an ungraded school, and how will this organization facilitate teachers to individualize instruction?

Definitions of ungrading are almost as numerous as the different organizational plans from which it has developed. After looking closely at each definition, these recurring concepts develop: an ungraded achool is that type of institution which provides for continuous pupil progress, one that promotes flexibility in grouping by the device of removing grade levels and one that eliminates the problem of retention or acceleration; the curriculum is organized on an individual basis. As for the term "ungraded," it is purely an organizational element of the school.

Elaboration of the above mentioned definition of ungrading indicates that the function of an ungraded school is to develop the learner as an individual and as a member of society. This means by which the ungraded school fulfills this function is by focusing on learning generalizations basic to the disciplines and on ways of knowing and thinking. Emphasis is placed upon individual work rather than upon group work in a graded school.

Organization of an ungraded school is quite different from that of the graded school. The specific organization of the ungraded school is a combination of both vertical and horizontal structures. Vertical structure relates to the movement of pupils upward through the grades and curriculum. Horizontal structure equates itself with the subject matter and the flexibility of the grouping patterns. Individual differences tend to be accounted for through intra-class provisions rather than through inter-class provisions. Individual differences are treated by recognizing the different degrees of ability and accomplishment on the part of the educand and relating these to other characteristics of the individual. Pupil progress in an ungraded school is based on the elimination on nonpromotion techniques for the slow learner; emphasis on progress is stressed for the bright student. The structure of ungrading lends itself nicely in accomplishing this task. Schooling can be completed in fewer years for the bright and slowed down for those who may need more years to complete elementary and secondary programs.[16] It might be pointed out that this situation does not apply to every ungraded school. Melbourne High School is one such school. Brown, principal in this Florida school, when asked the question: "Does ungrading the high school mean that students will graduate early?" answered with a resounding "No." He feels that the purpose of the curriculum is to challenge students to reflect and to delve into the important aspects of a subject. With an open-ended curriculum, students move into Advanced College Placement work while still in high school. If the school is to accent learning, it must keep its able students. It is they who set the pace and provide leadership in excellence. The corresponding obligation of the school is to extend their intellectual horizons.[17]

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[15] National Education Association, Project on Instruction, The Principals Look at the Schools: A Status Study of Selected Instructional Practices (Washington, D. C.: The Association, 1962), pp. 39-40.

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[16] National Elementary Principal, XLI, No. 3, 77.

In order to achieve the above goals, it is necessary to understand the psychological orientation of the "developmental tasks." For clarification, purposes, Havighurst defines a developmental task as:

> A task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.[18]

Should a school develop a program that gives each youngster a chance to succeed? Havighurst seems to infer that success can bring positive results for an individual in a further learning situation. Failure can have a detrimental effect on the learner.[19] That is why it is the philosophy of the ungraded school to help children experience some degree of success and acquire the feeling of accomplishment in whatever situation confronts them.[20]

In an effort to clarify the history of the problems which confront the child, one might approach the ungraded school in a chronological survey.

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[17] Brown, p. 213.

[18] Robert J. Havighurst, Human Development and Education (New York: Longmans, Green and Company, 1953), p. 2.

[19] Ibid.

[20] John I. Goodlad, "Research and Theory Regarding Promotion and Nonpromotion," Elementary School Journal, LIII (November 1952), 150-55.

It is known that ungrading replaced grades in Western Springs, Illinois, in 1934 but has since been discontinued.[21] In 1936 the junior primary plan served as a replacement for kindergarten and the first grade in Richmond, Virginia. The Maryland Avenue School in Milwaukee initiated an ungraded plan in 1942, but it took a period of three years before any other school in Milwaukee followed its example. After a review of the research, it appears that the plan begun in 1942 in Milwaukee is the oldest of those now in effect.[22]

In a research conducted by Goodlad in 1955, there were found to be sixteen centers in the United States with active ungraded units.[23] However, in 1957, Austin, in his doctoral dissertation, had identified thirty-one centers with active ungraded units. These centers were started between the years 1947 and 1950.[24]

In reference to the research conducted by Goodlad in 1955, of the sixteen centers he identified ten were clearly in the primary-unit pattern. Goodlad describes these unit patterns as :

> plans embracing what are normally the first three grades of the elementary school plus the kindergarten, if the latter exists as part of the public-school system. Thus, a three-year or four-year continuous-progress ungraded unit is created. In schools in which the plan is continued upward, a three-year intermediate or upper elementary unit

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[21] Leonard B. Wheat, "The Flexible Progress Group System," Elementary School Journal, XXXVIII (November, 1937), 175-83.

[22] Florence C. Kelly, "The Primary School in Milwaukee," Childhood Education, XXIV (January, 1948), 236.

[23] Goodlad, "Ungrading the Elementary Grades," pp. 170-71.

[24] Kent C. Austin, "The Ungraded Primary Unit in Public Elementary Schools of the United States" (Unpublished doctoral thesis, University of Colorado, 1957).

> is almost invariably superimposed. Rarely (if at all) do intermediate units exist without the ungrading provided by an ungraded primary unit.[25]

In order to determine the status of the ungraded movement in the school year 1957-58, Goodlad and Anderson conducted a survey covering 134 communities in forty states. The results of the survey showed California and Illinois leading the list with six schools each; the state of Wisconsin had five; three were found in Georgia and Michigan; Massachusetts, Missouri, New York, Ohio, and Washington had two. The states reported as having one ungraded plan were Vermont, Texas, South Carolina, Rhode Island, Colorado, Florida, Kansas, Minnesota, Montana, Nevada, and Pennsylvania.[26] Goodlad and Anderson concluded that about fifty communities of those surveyed had active ungraded movements in operation.

In a national survey conducted by the NEA, a proje was launched inquiring as to the type of instruction being carried on in the nation's schools. Principals of 804 elementary schools were asked questions regarding the type of organizational structure they were pursuing. The principals reported in 1961 that there had been some change in the graded structure of the elementary schools from 1956 to 1961. Of the changes mentioned, "ungraded sequences" top the list in respect to school organization structure. A further interesting finding of the study is "an expectation for some ungrading in twenty-six per cent of elementary schools by 1966."[27]

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[25] John I. Goodlad and Robert H. Anderson, The Nongraded Elementary School (New York: Harcourt, Brace and Company, 1959), pp. 53-54.

[26] Ibid., pp. 217-26.

Of the 804 elementary principals interviewed, five per cent expected to have all ungraded classes by 1966.[28] Only one per cent in 1956 and two per cent in 1961 could make this claim. A substantial majority consisting of fifty-seven per cent did not foresee any ungradedness in their schools by 1966.[29]

Again in May, 1964, the NEA Educational Research Service made a survey, the latest recorded to date, to find out how many large urban school systems had ungraded or partially ungraded elementary or secondary schools. Postal cards were sent to 441 school systems with enrollment of 12,000 or more. The reports of the findings revealed nearly one-third of the elementary school systems had an ungraded sequence in one or more of their schools. Of these programs in operation, a large majority of them tended to be experimental in nature. However, in thirteen per cent of the systems, it was reported that six to fifteen of the schools within a given system were employing this type of organization.[30] This survey indicated the possibility that principals in the above survey were convinced of its value since they expanded it to encompass so many of their schools.

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[27] National Education Association, The Principals Look at the Schools: A Status . . ., pp. 39-40.

[28] Although the material is dated, it is the most recent survey of principals the author could locate, and does express the principals' interest in ungrading.

[29] National Education Association, The Principals Look at the Schools: A Status . . ., p. 40.

[30] National Education Association, Research Division, Nongraded Schools (Research Memo 1965-12), pp. 1-20.

Returns from secondary schools revealed quite a different picture. It was found that only twelve systems, or three and four-tenths per cent, had or planned to have some ungrading at this level.[31]

In the secondary schools that were included in the above mentioned study, it was reported by Brown that: "With the exception of Melbourne High School, which first abolished grades and called itself an ungraded high school in 1958, secondary schools have generally avoided the terms 'nongraded' and 'ungraded.'"[32] Another secondary school which holds the distinction of being the second one in the United States to ungrade its curriculum is the Brigham Young University Laboratory School. The third high school to attempt to ungrade its educational system was Middletown High School in Newport, Rhode Island. In the school year 1963-64, Hamilton Junior High School in Newton, Massachusetts, also ungraded its school organization. In 1965-66, Borrego, California, opened its door to the first all-gradeless school from the date of its opening.[33] These are by no means all of the secondary schools claiming to have ungrading structures, but the schools mentioned have proven to be the most publicized and exemplary.

The situation regarding ungrading programs throughout the United States is so dynamic that it is virtually impossible to describe the present picture with accuracy. However, graduate students interested in the ungraded school are finding within the literature the historical and descriptive evidence that is badly needed to present a full-scale view of the movement over the country.

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[31] *Ibid.*, p. 20.

[32] Brown, pp. 33-34.

[33] *Ibid.*

One institution, West Virginia University, is presently conducting a study, under the directorship of Mrs. Glennis Cunningham, to determine the organizational details of ungraded schools on a nationwide basis. The results of the study are expected to be released after September 1, 1967. Also included in this study will be an up-to-date account of all the schools employing ungrading.

The author is most familiar with the Tipp City Exempted Village School System in Ohio, having worked as an intern on the ungraded study in 1967, and it is his understanding that the Tipp City Schools will be the only school system in the mid-west to ungrade its entire school system. Tipp City schools have had an ungraded primary since 1955.[34]

In 1966, the school system received a federal government grant to study and plan ways to ungrade the schools from kindergarten through the twelfth grade. This paper is based on the information obtained during this planning period.

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[34] H. W. Netzley, "The Ungraded Primary," Ohio Schools, XXXII (March, 1955), 15-16; H. W. Netzley, "The Ungraded Primary," National Education Association Journal, XLV (May, 1955), 39-40.

# CHAPTER III

## DESIGN OF THE STUDY

Tipp City Exempted School System, Tipp City, Ohio had received a government grant to study and examine exemplary ungraded school systems in 1966. The author, having interned in this school system, is most familiar with the project. It was the author's duties to assist with the study and research the project in relation to visitation trips that had been made by 120 staff members to twenty ungraded elementary and secondary schools located in various geographical areas in the United States.

In doing this research the author formulated a unique design for the study. The following outline will describe the source of data, procedures, and methods.

A. Sources of Data:

1. After each visitation to a school, the visitors were asked to submit a written report in reference to what they had observed within a particular school. An analysis was then made of the written reports (20) made by the respective visitors.
2. Materials were gathered from published articles about the school which were obtained from the school systems themselves and from Chamber of Commerce materials.

3. An evaluation made by the Southern Association of Secondary Schools and Colleges of two particular schools was used to assist the author to familiarize himself with the particular schools and their systems of operation.

4. Since twenty written reports were not uniform in every respect a panel of nine judges was selected for the purpose of giving more precise and accurate information. These nine judges were chosen from among 120 individuals who made informal visits to the schools. The nine chosen had visited all of the twenty schools. The chosen sample consisted of three teachers, three principals, one guidance counselor, one superintendent, and the director of the Tipp City ungraded project. The need and purpose of the inquiries was for validity and reliability in the research.

B. Analysis of Data:

1. Some of the standards and suggestions made by two authorities dealing with evaluation were used in formulating an original rating scale for ungraded schools.[1]

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[1] Elementary Evaluative Criteria (Boston: James F. Baker, 1953), pp. 1-109; Evaluative Criteria (Washington, D. C.: Roderic D. Matthews, 1960), pp. 1-376.

2. This condensed and abbreviated criteria rating scale which the author developed was composed of twenty representative descriptive adjectives relative to ungrading. The example rating scales (two out of a total of forty--one for the elementary and one for the secondary schools), can be found at the end of this chapter (pages 22 and 23). On each scale can be found: (a) the legend, (b) the descriptive adjective which parallels ungrading, (c) the respective schools and how they are rated, and (d) the number of trips and the number of visitors.
3. The rating scale was used in interviewing the panel of judges who rated the twenty representative schools on a scale of one to five. The author also used the rating scale to evaluate the commentary reports made by the visitors; and, finally, he included his own evaluation from what he had read, studied, and examined about the schools from the obtained material. The reports were then independently rated for each of the schools and how they rated in respect to the adjective was shown.[2]

The data obtained from the rating scale have been summarized, tabulated, and analyzed, and are included in the presentation and analysis of data in the preceding chapter together with graphic representations.

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[2] Refer to Arthur T. Jersild, In Search of Self, for further information regarding the measuring of test results and how to interpret the results of test data, pp. 1-141.

In this study, however, the schools have been coded to protect the confidentiality of the reports.

## RATING SCALE

## ELEMENTARY SCHOOLS

Adjective: Guidance Service

Legend:

5. Excellent
4. Very good
3. Good
2. Fair
1. Poor

| NO. TRIPS | SCHOOL CODE | | | AVERAGE RATE | NUMBER VISITORS |
|---|---|---|---|---|---|
| 2 | A | 3 3 3 3 3 3 3 2 4 | = | 3 | 9 |
| 6 | B | 2 2 2 2 2 2 2 3 1 | = | 2 | 30 |
| 2 | C | 3 3 3 3 3 3 3 1 5 | = | 3 | 9 |
| 2 | D | 2 2 2 2 2 2 2 2 2 | = | 2 | 10 |
| 2 | E | 4 4 4 4 4 4 4 3 5 | = | 4 | 13 |
| 2 | F | 4 4 4 4 4 4 4 4 4 | = | 4 | 10 |
| 2 | G | 5 5 5 5 5 5 5 5 5 | = | 5 | 11 |
| 2 | H | 4 4 4 4 4 3 3 5 5 | = | 4 | 11 |
| 3 | I | 5 5 5 5 5 5 5 5 5 | = | 5 | 14 |
| 6 | J | 5 5 5 5 5 5 5 5 5 | = | 5 | 36 |
| 2 | K | 3 3 3 3 3 1 1 4 4 | = | 3 | 12 |
| 2 | L | 1 1 1 1 3 3 3 3 2 | = | 2 | 9 |

## RATING SCALE

## SECONDARY SCHOOLS

Adjective: Type of Ungraded Structure

Legend:

1. Vertical Structure
2. Horizontal Structure
3. Vertical-Horizontal Combination
4. Cycle

| NO TRIPS | SCHOOL CODE | | | AVERAGE RATE | NUMBER VISITORS |
|---|---|---|---|---|---|
| 2 | M | 3 3 3 3 3 3 3 2 1 | = | 3 | 9 |
| 2 | N | 3 3 3 3 3 3 3 3 4 | = | 3 | 13 |
| 2 | O | 3 3 3 3 3 3 3 3 4 | = | 3 | 13 |
| 2 | P | 3 3 3 3 3 3 3 3 3 | = | 3 | 13 |
| 3 | Q | 3 3 3 3 3 3 1 1 1 | = | 3 | 18 |
| 2 | R | 3 3 3 3 3 3 2 1 1 | = | 3 | 12 |
| 3 | S | 1 1 1 1 1 1 1 1 1 | = | 1 | 17 |
| 2 | T | 1 1 1 1 1 1 1 1 1 | = | 1 | 9 |

## CHAPTER IV

## PRESENTATION AND ANALYSIS OF DATA

This report takes into consideration the twenty ungraded schools visited by the faculty in 1966. This descriptive report establishes evaluative criteria that are necessary in evaluating ungraded schools. Also contained in the research findings are comparisons of the visit. The original rating scale which the author has established is also contained in the body of the work. The criteria taken into consideration for the evaluation of these schools can also be found in this chapter. Finally, the results of this evaluation are included. Pertinent terminology is defined for purposes of this report. In using the terms extensive or excellent, the author wished to connote that the particular school or schools have met all of the prescribed qualifications for such a rating. In using the terms moderate extent or very good, the author wishes to point out that the school or schools have met at least 85 per cent of the qualifications that he has listed. For a school to get a rating of good or very limited, it must have met 75 per cent of the qualifications. In rating a school as fair, it had to meet 65 per cent of the requirements. A rating of poor would mean that the school or schools were in the 60 per cent category or below. The author put these ratings on a percentage basis so as to make the evaluation more meaningful and more susceptible to computation.

The services which are evaluated are set forth in topical headings. Under these headings definitions are given, followed by the results.

CURRICULA EXPERIENCES: In evaluating the curricula of the particular elementary schools, it is understood that curricular experiences are intended to achieve a two-fold purpose: first, to enable the child to acquire the basic skills of reading, writing, spelling, speaking and arithmetic in accordance with his individual needs; and, second, to aid the child to progress at his own rate. More specifically, a curriculum should encompass activities within the basic skills, content subjects, and physical, aesthetic, and social areas of instruction. A successful implementation of the curriculum should be characterized by large time blocks which permit flexibility in planning and organizing instruction in accordance with individual needs.

Of the twelve elementary schools visited, 58.3 per cent made extensive provisions or conditions for a curriculum, whereas 33.4 per cent of the schools made provisions for a curriculum to a moderate extent. In the majority of these cases, the schools did not make accomodations for numerous subjects to be taught--that is, they did not offer foreign languages, advanced math, et cetera. In 8.3 per cent of the cases, provisions for a curriculum were very limited and definitely in need of improvement.

INSTRUCTIONAL MATERIAL SERVICES: Instructional material services or, more specifically, the library and audio-visual materials were scrutinized. The elementary school library is believed to be a resource center furnishing an adequate supply of selected books and library materials to meet the reading and instructional needs of elementary school children. Such materials are available for each subject taught by each teacher. The books and materials in each room cover a range of reading levels (or years in the traditional sense), and this is true for all subjects taught in that room. Some of the instructional materials in each subject area are "self-teaching" in nature, so that students can move ahead in appropriate activities with a minimum of teacher direction. Schools should also provide for a variety of still and motion pictures, filmstrips, and other audio-visual materials and resources, for use by teachers and students as individuals and in groups. It was thought that the librarian should be well-trained in library science, the elementary school curriculum, and child psychology.

Result of the evaluation showed that 58.3 per cent of the schools met all of the above requirements extensively, 33.4 per cent of the schools made provisions or conditions in this area only moderately, and in 8.3 per cent of the cases the instructional material service was considered to be very limited and in need of improvement.

ELEMENTARY SCHOOL PLANT: The elementary school plant, consisting of the site, building, equipment, and services should be safe, healthful, efficient, enduring, attractive, and most important, extremely conducive to the type of instruction the school wants to pursue. The plant must provide conditions for effective learning for each child. To meet the needs of ungrading, the school plant must provide for a variety of classroom activities, special services, and instructional areas. Building plans should meet present enrollment and curricular needs and should provide, as far as possible, for future needs. The building should provide flexibility in use and be esthetically planned and constructed.

The results showed 66.6 per cent of the schools met all of the above requirements; 25 per cent met the requirements only to a moderate extent; and in 8.4 per cent of the schools the plant was considered to be very limited and provisions definitely lacking. The negative comments were concerned with the buildings not lending themselves to the types of instruction the particular schools wanted to carry on; hence, the school's ratings were effected.

GUIDANCE SERVICES: In the area of guidance services, each school should have qualified full-time guidance people in a definite ratio to the school population (1 to 349).[1] Elementary school guidance service should be designed to aid the individual child in adjustment for life. The guidance service should also seek to provide the teaching staff with important data useful in planning and adjusting the educational program to the child's needs.

The results showed that 25 per cent of the schools were making provisions and meeting the requirements extensively, and 25 per cent of the schools met the above requirements only to a moderate extent. In the majority of these cases, the schools did not have enough qualified personnel on the staff. Again, in 25 per cent of the instances, the guidance services was evaluated as very limited and in great need of improvement. In the final 25 per cent of the cases, the guidance service was entirely absent and definitely needed in the school system.

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[1] James B. Conant, "The Comprehensive High School: A Further Look," National Association of Secondary School Principals, LI (May, 1967), 22-24.

ELEMENTARY SCHOOL STAFF: The elementary school staff consists of all school personnel engaged in providing a wholesome and effective learning environment. The elementary school principal is responsible for providing effective educational leadership, supervision, and efficient school management and administration. The teaching body is expected to have teacher certification and to be capable of coordinating instruction, activities, and services into an effective educational program.

It was shown that 66.6 per cent of the schools had excellent staffs and administrators. The remaining 33.4 per cent of the schools rated very good staffs and administrators. In the majority of cases some of the teaching staff did not have full certification.

STUDENT ACTIVITY PROGRAMS: A student activity program should attempt to develop desirable social traits in situations providing opportunity for individual, small group, and entire school participation. Activities should be conducted under conditions which increase the likelihood of carry over to out-of-school and adult life.

In 33.3 per cent of the cases the schools made provisions or conditions for such a program quite extensively. In 41.7 per cent of the schools the provisions rated very good; in 16.6 per cent of the cases conditions for such a program were very limited; and in 8.4 per cent of the cases the program was entirely missing from the total school atmosphere.

INDIVIDUAL DIFFERENCES: An ungraded school is based on the notion of individual student progress which may include the following concepts:

(1) Students should frequently work independently on projects and assignments relevant to their individual interests, abilities, and needs.

(2) Provisions should definitely be made for both the under-achiever and the over-achiever.

(3) About two-thirds of each student's day should be devoted to independent study.

(4) All students should be treated with equal concern and given the necessary instruction.

With these requirements in mind, the author ranked the schools as follows: 33.4 per cent made provisions for individual differences extensively, 50 per cent of the schools made provisions only to a moderate extent, and in 16.6 per cent of the schools the conditions were very limited and in much need of improvement.

ADDITIONAL STAFF ASSISTANCE: For every two teachers, there should be one staff assistant. The quality of assistants might be such that they evidence intellectual commitment to the concept of continuous and individual student progress as well as a capability of working with children on their level.

Results again showed that 58.4 per cent of the schools provided for extensive additional staff assistance. In 16.6 per cent of the schools the provisions for staff assistance were very limited and in three cases or 25 per cent of the schools this service was entirely missing and extremely needed.

TEACHER WORKLOAD: Evaluation of this criterion is in terms of extra services required of the teacher over and above classroom instruction--for example, lunchroom duty, advising student government, school productions, chaperon duties. If the workload was minimal the school was rated excellent to very good.

The results were: In one school or 8.4 per cent of the cases the workload was excellent. In other words, the teacher had few extra duties to perform which might interfere with her teaching excellence. In 66.6 per cent of the instances, the evaluation given to the respective schools was very good, and in three cases or 25 per cent of the schools the rating was good to fair.

COMMUNICATION LEVEL: In the area of communication level within the school, the evaluating committee took into consideration how well the staff members got along, if there was an easy atmosphere present in the school so everyone could express his or her opinion, and how well the communication unit was set up for taking immediate action on a given proposal by a faculty member.

In 41.7 per cent of the schools the communication level set up within their respective plants proved to be excellent; 41.7 per cent had a very good system of communication; and in two schools, or 16.6 per cent, the communication level within the school was rated good.

STUDENT'S ATTITUDE: The next characteristic to be examined was the student's attitude toward their school system. It was of interest to discover what the students thought of their school in terms of staff and administration, if they liked ungrading, or if they liked the traditional process better.

The attitudes of the students toward their program showed that in five schools, of 41.7 per cent of those interviewed, the students believed they had an excellent school, and in three schools, or 25 per cent, the students rated their schools as very good but would like to see more moderate revisions such as fewer discipline rules, and more time for independent study. In the final 33 per cent the students' attitude was rated as good.

FINANCIAL DETAILS: In the area of financial details of the initial program, it was a concern to see how the schools were supported. The assumption is made that local school boards in the school system had made financial commitments to the ungrading of their schools. In other words, in all cases local board appropriations were given.

In eight out of twelve schools, or 66.6 per cent, money was received for the initial program, over and above board money, from national foundations--for example, Ford, Kettering. In the remaining four schools, or 33.4 per cent, money was appropriated by the local boards only, and no money was received from any other outside sources. It should be made clear that in the local board appropriations, state money was also involved.

GRADING SYSTEM: It was of interest to note how the achievement of a child was reported to the parents in terms of letter grades (A, B, C, D, and F), numerical grades (100, 95, 90, 85), whether P or U (Pass or Unsatisfactory) grades were used, or if a combination of these togehther with a parent conference was used.

In eight out of the twelve schools, the reporting was done with a grade and parent conference. In two schools letter grades only were given, and in the remaining two schools grades of P or U were used.

INSTRUCTIONAL ORGANIZATION: In instructional organization, teaching method or methods employed by the given schools were evaluated. The schools were rated in respect to (a) teaching machine instruction--here at least 50 per cent of the classroom instruction had to be carried on in this manner; (b) team teaching--here the majority (75 per cent) of instruction in courses had to be taught in this manner; and (c) traditional confined classroom.

The results proved that in 66.6 per cent of the schools, or eight out of twelve, the instructional organizational was team-teaching-oriented. In the remaining four schools, or 33.4 per cent, instrustion was carried on using the traditional classroom type organization. No school is yet predominantly teaching machine oriented; however, in nine out of twelve schools, machines were used quite often, but not nearly enough to characterize the school as offering mainly this type of instruction.

TEACHER-PUPIL RATIOS AND RELATIONSHIPS: Teacher-pupil ratios and relationships were the next area of concern. The evaluating technique used was the determination of teacher-pupil ratio and the quality of rapport established. For the purpose of this evaluation, a high ratio was considered to be one teacher per thirty children A low ratio meant one teacher per twenty-nine students or less. It should also be made known that these figures do not apply to remedial learning situations, where the figures would necessarily be much lower.

In two schools the ratio and relationships were considered to be low and good; in six, or 50 per cent, of the schools the ratio and relationships were evaluated as low and excellent; and in the remaining four, or 33.4 per cent, of the schools the ratio and relationships were evaluated as very high and good.

TYPES OF SCHOOLS: For evaluating purposes, a school was considered to be one of three types: (a) Laboratory--which is run by a university for study purposes; (b) experimental or demonstration--which has received money from outside sources so other educators in the field can come and observe the workings of the school; or (c) public.

The results showed that one school was of the laboratory nature, seven were characterized as public institutions, and the remaining four were either experimental or demonstration schools.

STUDENT PLACEMENT: In the evaluation of student placement, grouping practices were investigated. The grouping categories for evaluation purposes were as follows:

1. Ability grouping--whereby class groups are subdivided according to a general criterion of learning capacity, such as intelligence quotient.

2. Achievement grouping--whereby flexible groups are established on the basis of pupil attainment in one or more skills or curricular areas.

3. Informal grouping on the basis of student interests.

4. Teacher recommendations alone.

5. Various combinations of the above.

Taking the above-mentioned categories into consideration, it was found that in ten out of the twelve schools the students were grouped by a combination of (a) achievement tests, (b) ability, and (c) teacher recommendations. In the remaining two schools the students were grouped on (a) achievement and (b) teacher recommendations. It was found that no school used only one criterion for placement.

TYPES OF UNGRADING: The organizational patterns of ungrading used were:

1. Vertical--type of school organization designed to serve the necessary school function of moving pupils upward through the grade barrier from the time students enter the school unit until the time they leave.

2. Horizontal--type of organization which serves as a threading element in subject matter. Here, only subject matter is put into phases and the student cannot phase out of the subject until the termination of the course. Individual differences tend to be accounted for through intra-class provisions rather than through inter-class provisions.

3. Combination of one and two.

4. Multi-grading--organization where pupils are classified for instruction in only three different grades. In other words, there is taken into consideration a range of abilities which covers only three years.[2]

The results showed that six of the schools practice horizontal ungrading, two schools utilize the multi-grading approach, and the remaining four schools employ the combination of horizontal and vertical organization.

TYPE OF SCHEDULING: It was of interest to know if the schools used (a) periods, (b) the very flexible modular system--blocks of time, or (c) other.

The results showed that in five of the schools the day was organized around a module schedule, while the remaining seven schools had a period schedule day. The periods ranged from six through eight within a day, while the modules ranged from twenty to twenty-eight within a given day.

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[2] National Elementary Principal, XLI, No. 3, 77.

SOCIO-ECONOMIC LEVEL: The levels were formulated in this sequence:

1. Upper-middle class--the system was composed of families with an income in excess of $15,000.

2. Middle class--the system was composed of families with an income between $10,000 and $14,999.

3. Lower-middle class--the system was composed of families within an income between $5,000 and $9,999.

4. Less than five more than three--the system was composed of families with an income from $2,000 to $4,999.

5. Culturally deprived--the system was composed of families on relief or those with an income of less than $1,999.

In respect to the above mentioned criteria, the school systems were evaluated as follows: 66.6 per cent of the school systems were in the upper-middle class, 25 per cent of the systems were in the middle class, and one, or 8.4 per cent of the schools was in the lower-middle class.

As a unifying principle for each characteristic, a summary of the evaluation is included. In this evaluation all of the proceeding characteristics which constitute ungrading are presented in an overall evaluation of the schools. The results of this type of evaluation show that in two schools the rating was excellent, meaning they had met all of the characteristics of ungrading to a great extent. In five of the schools a rating of very good was ascribed to each system. The remaining five schools received ratings of good to fair, meaning that in many respects these schools still leave a great deal to be desired in the organization of an effective ungraded elementary school.

## SECONDARY SCHOOL EVALUATION

The same criteria used in elementary school evaluating was used in the secondary schools. The only difference was that in some areas the scope had to be widened in that more depth was used in the evaluation. For example, in the high school curriculum more subject matter and courses had to be added. Also, in the area of instructional materials, there should be a greater quantity present. With the exception of these two areas and a modification pertaining to secondary school evaluation, the criteria and characteristics used in the evaluation of the secondary schools were exactly like those used for the elementary schools.

CURRICULUM: In the area of curriculum, the eight secondary schools rated as follows: five of the eight schools made provisions or conditions for a broad curriculum, and the remaining three schools made them to a moderate extent. In the majority of cases, the students were not offered enough courses.

INSTRUCTIONAL MATERIAL: In the area of instructional material services, consisting of audio-visual and library services, half the number of schools made provisions extensively, and the remaining four provided for these services to only a moderate extent. In other words, the latter schools had some basic faults which deprived them of a better rating. In the majority of the cases, not enough texts were available and not nearly enough audio-visual material was in the school.

SCHOOL PLANTS: A rating of excellent was given to 37.5 per cent of the secondary schools. In other words, these schools had made extensive provisions or conditions within the school plant. Fifty per cent of the schools were rated as very good, or had made provisions to a moderate extent. The schools in this category all seemed to be in need of a larger building to meet the ever-growing student populus. One school received a rating where the conditions for an effective school plant were not desirable. The results proved that this school was in need of a great deal of improvement in regard to its plant.

GUIDANCE SERVICE: The results of the evaluation pictured but two schools, or 25 per cent, to have excellent ratings. Four schools received ratings of very good. In these schools it was noted that much more could have been done with the students than was the actual case.

One school received a rating where the provisions for an effective guidance department were very limited. The remaining one school had a guidance service that was not desirable. Here the school did not have at its disposal a guidance counselor, guidance objectives, or even a fair knowledge of the objectives of guidance services.

STUDENT ACTIVITY PROGRAMS: It was found that 25 per cent of the secondary schools made provisions for this type of program extensively. The remaining six schools, or 75 per cent of the schools evaluated, proved that conditions were made only to a moderate extent. In the majority of the cases the programs needed to be broadened and better organized.

INDIVIDUAL DIFFERENCES: The secondary school evaluation was very encouraging. Of the eight schools visited, five, or 62.5 per cent proved to meet this criterion extensively. Two schools received a rating of very good, and the one remaining school was the only place where the provisions for meeting individual differences were missing and definitely needed.

ADDITIONAL STAFF ASSISTANCE: Provisions for teacher aids or additional staff assistance were evaluated next. Fifty per cent of the schools received ratings of excellent, meaning that they provided for teacher aids quite extensively. Fifty per cent, or the remaining four schools, made for additional aids to a moderate extent. It can easily be perceived that all these schools recognized the importance of this kind of help and were therefore making it a part of their organization.

TEACHER WORKLOAD: In the realm of teacher workload, or the given amount of work besides teaching which a teacher must perform, it was found no school was rated as excellent. However, three schools received a rating of very good, and the remaining five schools were rated as good or fair. This area proved to be, as a whole, in much need of improvement. The teachers in the majority of the cases were entirely too burdened with a great deal of inconsequential work.

COMMUNICATION LEVEL: Three schools, or 37.5 per cent, in the area of communication level within the school, were rated as excellent. Their communication proved to be effective and the teachers were very much satisfied. The remaining five schools, or 62.5 per cent, were found to have a very good communication level within the school. In these cases it was felt that the administrators could spend more time within the school plant, rather than leaving it so frequently.

STUDENTS' ATTITUDE: In a consideration of students' attitudes towards their school, the evaluations were as follows: In two schools the student' attitudes were excellent, meaning that they were very much pleased with everything the school was doing for them. In three schools the attitudes were rated as very good; and in the remaining three schools a rating of from good to fair was given in relation to the attitudes of the students toward their school. It was noted that in the latter schools the staff and students were too impersonal for the development of good attitude.

FINANCIAL ASSISTANCE: The results of the evaluation in respect to financial assistance given to the schools revealed that five schools received money over and above local board appropriations from the national foundations, such as Ford, Kettering, et cetera. Of the remaining three schools, two received money for the initial programs from local board appropriations only, and the one school, a university laboratory school, was financed by a tuition plan. In other words, tuition paid by the students was the only source of revenue the school had at its disposal. It should again be made clear that in regard to local board money, state money is also involved.

GRADING SYSTEMS: The schools were found to employ two types of grading system. Two schools used the grade and graph type of report, while the remaining six used letter grade reports only. It was noted that the schools using the grade and graph type were experiencing a great deal of success in reporting to parents. The parents understood the grades and liked this dual system better than just letter grades. No comments were reported as to the success or non-success of the letter grade only type of report.

INSTRUCTIONAL ORGANIZATION: In respect to instructional organization, two types were employed. Six schools out of the eight used the traditional type of organization—teacher-pupil-instruction in the classroom- and the remaining two schools used the team teaching approach in instructing their students.

TEACHER-PUPIL RATIOS AND RELATIONSHIPS: Six schools had low teacher-pupil ratios and excellent relationships, while the other two schools had high teacher-pupil ratios and the relationships between students and teachers ranging from good to fair. Looking closely at these statements, one can say that the lower the ratio, the better the relationship between student and teacher--at least in these particular cases.

TYPE OF SCHOOL: Six schools were public; one school was an experimental or demonstration school; and the remaining one was of the laboratory type in nature.

PLACEMENT OF STUDENTS: It was noted that two schools placed their students by a combination of achievement test results, ability, and teacher recommendations. Four schools used a combination of achievement test results and teacher recommendations as the means of grouping for instruction. Two schools used achievement test results alone for placement. Summarizing, it can be seen that, in all cases, achievement tests were used as a means for grouping students, while teacher recommendations were also a very important criterion.

TYPE OF UNGRADING: It was found that six of the schools visited employed the horizontal and vertical approach to ungrading. Defining these terms again, it is meant that these particular schools both ungraded the subject matter--horizontally--and removed grade levels--vertically--so the students could advance. In one school vertical organization only was used, and the remaining school still retained the traditional elements of grade levels. By this is meant all students took the same subjects and were placed in given grades regardless of their abilities.

SCHEDULING PROCEDURES: Five schools used the periods, from six to eight, as a means of scheduling, and three schools used a modular type of scheduling.

SOCIO-ECONOMIC LEVEL: Three school systems were in the upper-middle class, four schools were in the middle class, and one school system was in the lower-middle class in respect to income brackets.

The summary of evaluation for secondary schools showed that two schools could easily be considered ideal ungraded schools, five schools could be considered very good ungraded schools which are in need of few improvements, and only one school was termed merely good in respect to having established an ungraded system.

Twenty six charts depicting the preceding prose evaluation may be found in the Appendix (pages 49-80) of this paper. Introductory pages are included for the purpose of clarity.

## CHAPTER V

## SUMMARY AND CONCLUSIONS

This study is a descriptive evaluation of twenty exemplary ungraded schools. The author has researched extensively to describe and analyze the existing procedures and practices that are being carried on in ungraded schools in this twentieth century. He has endeavored to develop a suitable model to evaluate an ungraded school organization and has truly identified patterns that re-occur in ungraded structures.

In respect to the evaluation of the schools involved, it is encouraging to note that in the twelve elementary schools visited and in light of the evaluative criteria which may be considered ideal for ungrading, all schools rated good or higher. However, of these twelve schools indicated on the overall average chart, this would also mean, in considering an ideal ungraded school, that specifically ten of the schools would be in need of improvement. In a consideration of the areas of weaknesses, the author has found that the greatest deficiency fell into the category of the school staff and administration, where it was found that staff members were not fully qualified or outstanding. Teacher workload also proved to be a definite handicap, due to the fact that in these ten schools the teachers were entirely too burdened with extra assignments. In the area of guidance services, the only comment that can be added is that in these ten schools the guidance department was undermanned.

Considering the secondary schools, the author has found that of the eight schools visited, two could easily be considered ideal ungraded schools. The remaining six, of which the lowest rating was good (as was true for the elementary schools), had areas of greatest difficulty in their guidance service, school plant, and in teacher workload. As for the guidance service, after close evaluation, it was proven that these systems were definitely under-staffed. Teacher workload rated poorly because of the extra duties, besides teaching, assigned to the staff members. The last area, school plant, was another characteristic which did not meet the standards of ungrading in these six schools. Here the plants were found to be entirely too small to house all of the students, or were not planned for the kind or type of school that was intended. The plants, in all six cases, seemed not to have the proper atmosphere conducive to effective learning situations.

The author has characterized ungrading in relating some of the existing practices and procedures being carried on in the so-called ungraded schools of today. Certainly these are not all of the ungraded schools in the United States, but for the purpose of this report, the study has proven to be beneficial.

The review of the research has shown that the ungraded plan is a system of organization and nothing more. Reorganization, in and of itself, will resolve only organizational problems. Ungraded structure is, as Goodlad and Anderson describe in the literature, no panacea for problems of curriculum and instruction.[1]

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[1] Goodlad and Anderson, The Nongraded Elementary School, 1959, p. 59.

In a projected view of the future the National Elementary Principal, in 1961, went on to say:

> The hold of the graded system--and the grading system--will be broken. Learning will be a continuous process, stimulated and supported by personal satisfactions in learning rather than by grades and degrees. There will be a balance--not the same for all children--between working individually and working in groups. School and classroom organization will provide the flexibility needed to support the idea of continuous progress for each child.[2]

Is not the ungraded school of today meeting the charges put forth in 1961? In the opinion of the author these charges have definitely been realized.

In the evaluation of the twenty ungraded schools certain salient features suggest further study:

1. One study should be devoted to an area concerned with the causative factors which may help change classroom teaching procedures.
2. Another study might be devoted to the necessary elements required to bring about teacher administrative change.
3. Perhaps another study can be devoted to an evaluation of the nation's ungraded schools. From this evaluation a standard criteria might be formulated for ungrading.

Further, the author would recommend to those administrators comtemplating the establishment of an ungraded organization the following five planning steps:

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[2] National Elementary Principal, XLI, No. 3, 143.

1. Review all available literature on ungrading.
2. Make visitation trips to as many exemplary ungraded schools as possible.
3. Study curriculum in depth.
4. Develop profiles of the students by administering achievement tests.
5. Organize the entire study.

# APPENDIX

## GRAPH PRESENTATION

The first fifteen charts deal with the elementary schools, and the remaining eleven charts represent the secondary schools.

Chart 1 for both the elementary and secondary schools is a basic data sheet. The numbers in the box represent the rating of each school in respect to the given continuous data. The ratings are as follows:

5--Excellent
4--Very good
3--Good
2--Fair
1--Poor

Charts 2 through 13 for the elementary schools and Charts 2 through 9 for the secondary schools depict how each school has rated in relation to the average of all the respective schools in its classification. The dotted lines represent averages, while the dark covering represents the evaluation of the school. The characteristic at the bottom of the page, which is the non-continuous data, is evaluated in written form.

Chart 14 for the elementary schools and Chart 10 for the secondary schools show the average rating for all the schools. The non-continuous data is shown on the lower part of the page. These data are presented in bar graphs. The numbers above the sections in the bars indicate the number of schools in the respective area designated below the particular section.

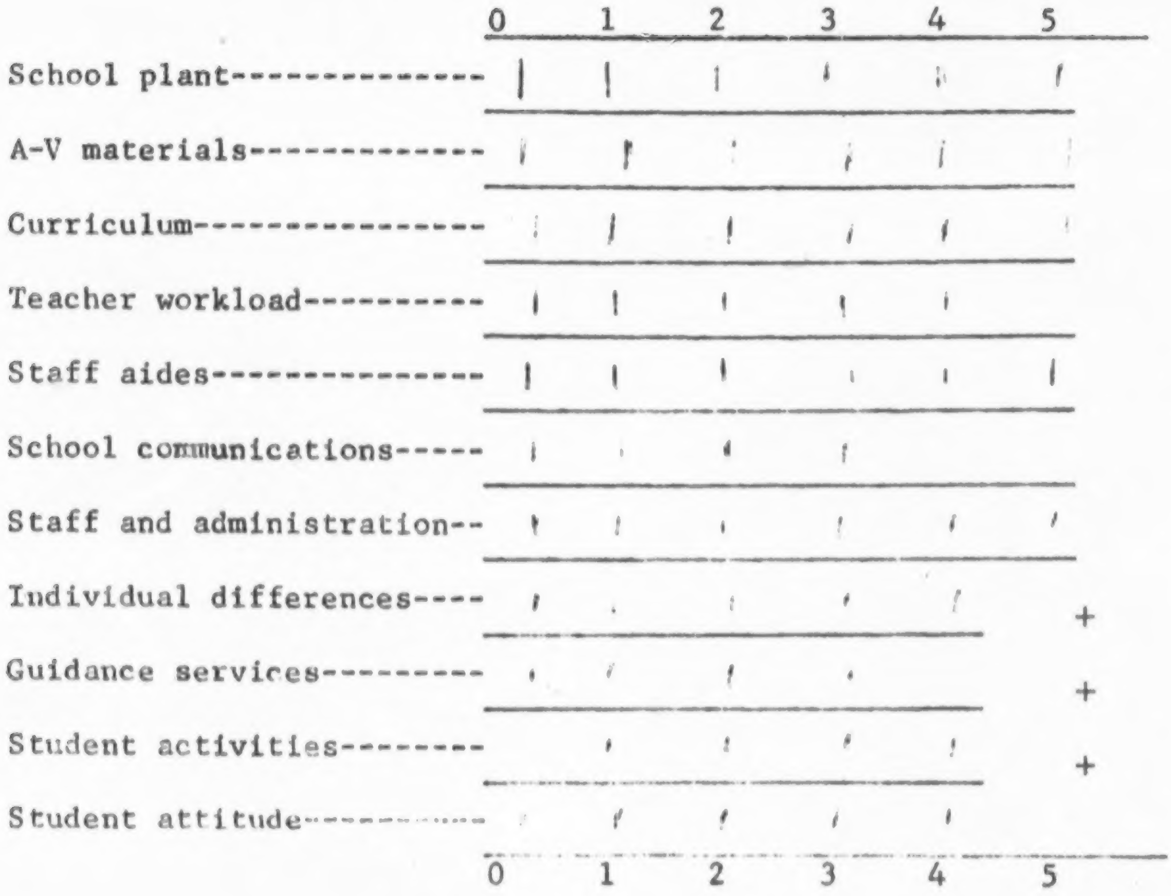
On chart 15 for the elementary schools and Chart 11 for the secondary schools is found the overall average for each school as it was evaluated in terms of all the characteristics which were independently rated previously. Again, the numbers (5, 4, 3, 2, 1) hold the same weight as was previously designated. For better clarification, the charts are also labeled so that one can immediately decipher what each chart is trying to represent.

## Chart 1 Basic Data Sheet
## Elementary Schools

|  | School plant | A-V materials | Curriculum | Teacher workload | Staff aides | School communications | Staff and administration | Individual differences | Guidance services | Student activities | Student attitude |
|---|---|---|---|---|---|---|---|---|---|---|---|
| School A | 5 | 5 | 5 | 4 | 5 | 3 | 5 | 4 | 3 | 4 | 4 |
| School B | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 2 | 3 | 5 |
| School C | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 3 | 3 | 3 | 3 |
| School D | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| School E | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 |
| School F | 5 | 5 | 4 | 3 | 2 | 4 | 4 | 5 | 5 | 3 | 5 |
| School G | 5 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 5 | 3 |
| School H | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 4 | 3 |
| School I | 4 | 5 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 4 | 4 |
| School J | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| School K | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 2 | 2 | 3 |
| School L | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 |

Legend:
5-EXCELLENT
4-VERY GOOD
3-GOOD
2-FAIR
1-POOR

Chart 2 School A
Comparison Rating



Financial support: Local board appropriations only.

Socio-economic level: Upper middle class-income over $15,000.

Type of school: Public

Type of ungrading: Horizontal approach

Instructional organization: Team teaching

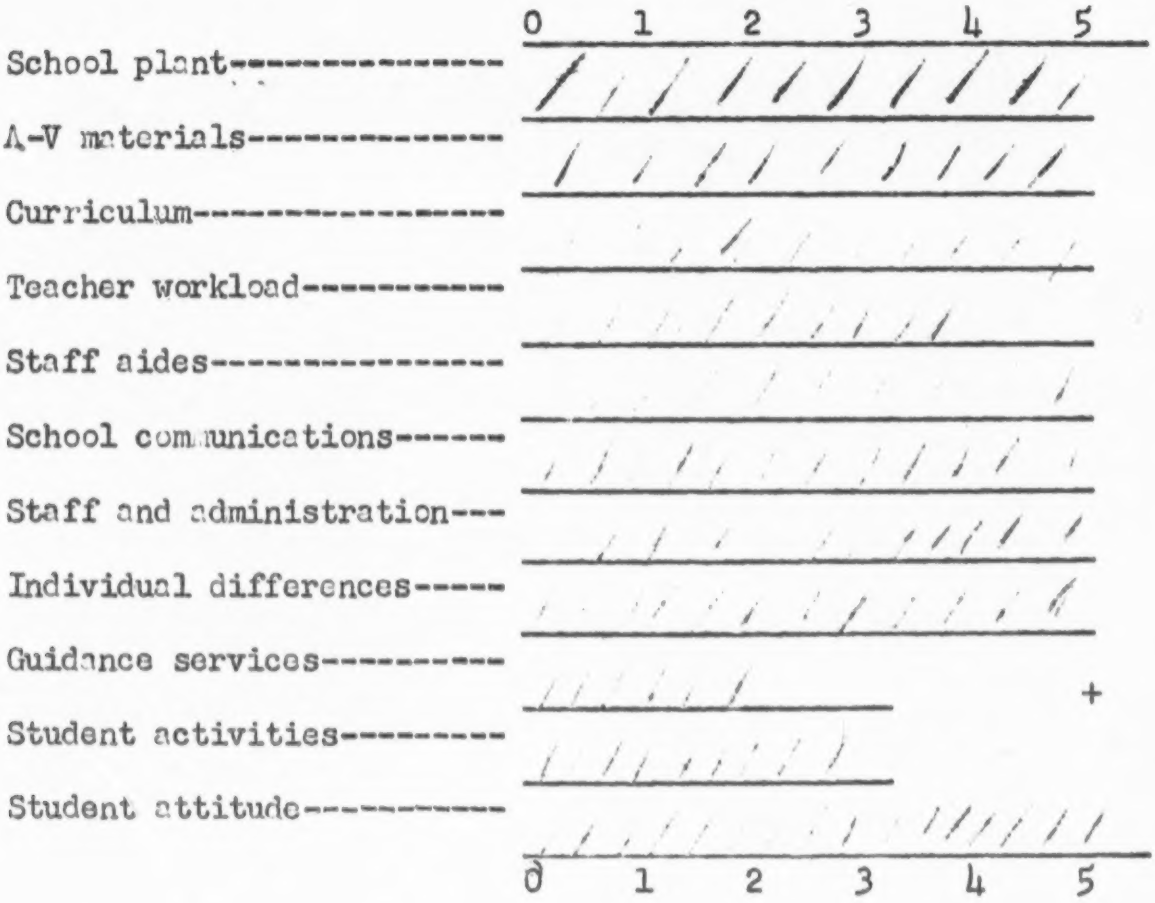
Teacher-pupil ratio: Ratio is low and relationship was excellent.

Type of scheduling: Module scheduling

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Letter grading

Chart 3 School B
Comparison Rating



Financial support: Foundation supported

Socio-economic level: Upper middle class-income over $15,000.

Type of school: Experimental or Demonstration

Type of ungrading: Horizontal and vertical approach

Instructional organization: Traditional classroom

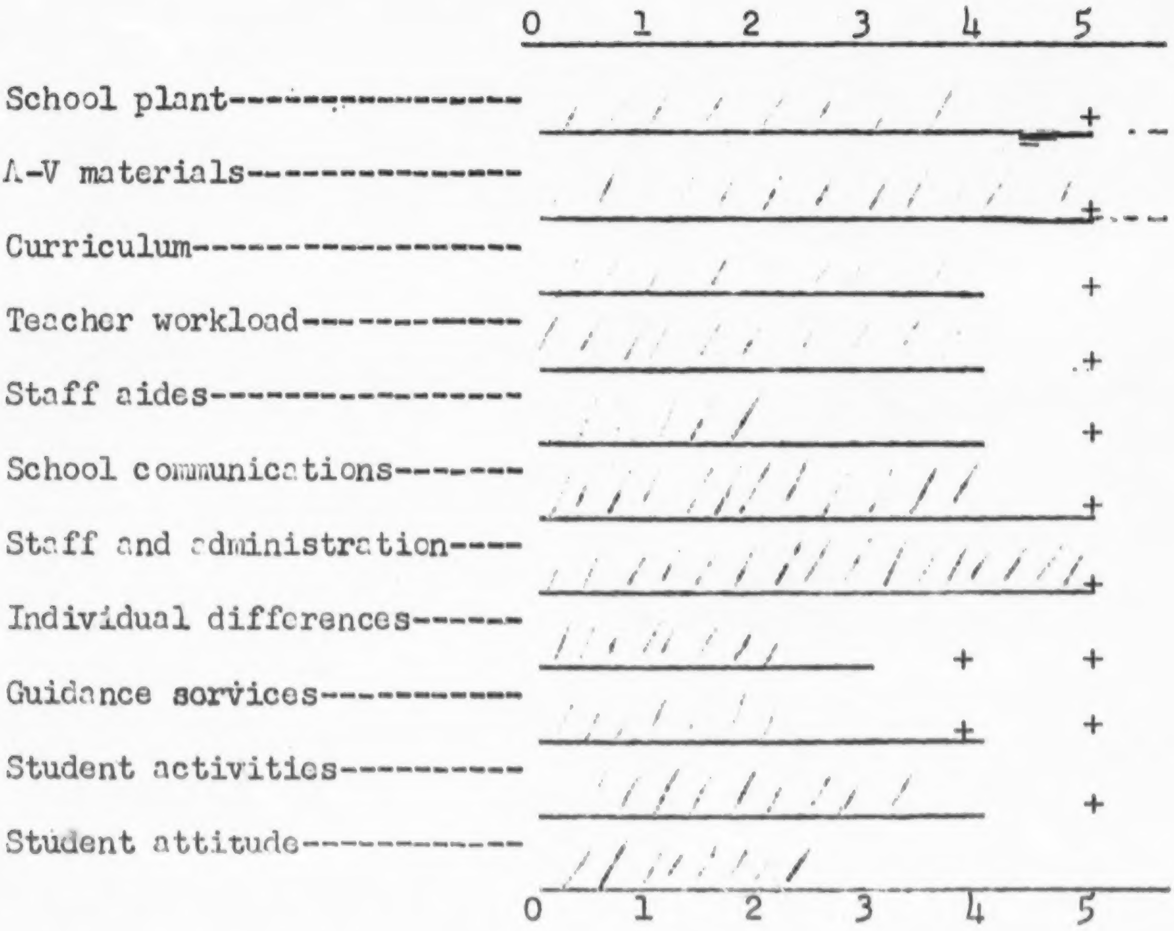
Teacher-pupil ratio: Ratio is low and relationship is excellent.

Type of scheduling: Period-six in number

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Grade and parent conferences

Chart 4 School 8
Comparison Rating



Financial support: Foundation supported

Socio-economic level: Middle class-income between $10,000-$14,999.

Type of school: Experimental or Demonstration

Type of ungrading: Horizontal and vertical approach

Instructional organization: Traditional classroom

Teacher-pupil ratio: Ratio is low and relationship is good.

Type of scheduling: Periods

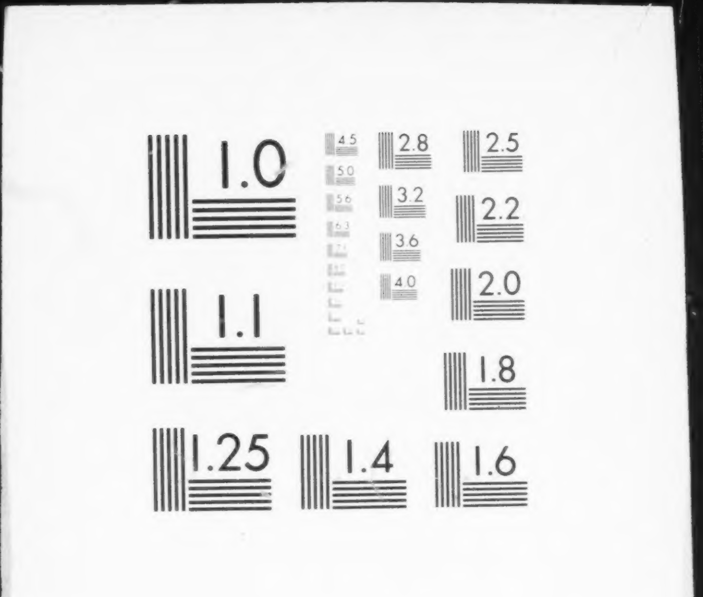
Student grouping: Combination of achievement testing and teacher recommendation.

Grading system: Pass and Unsatisfactory

2 OF 2

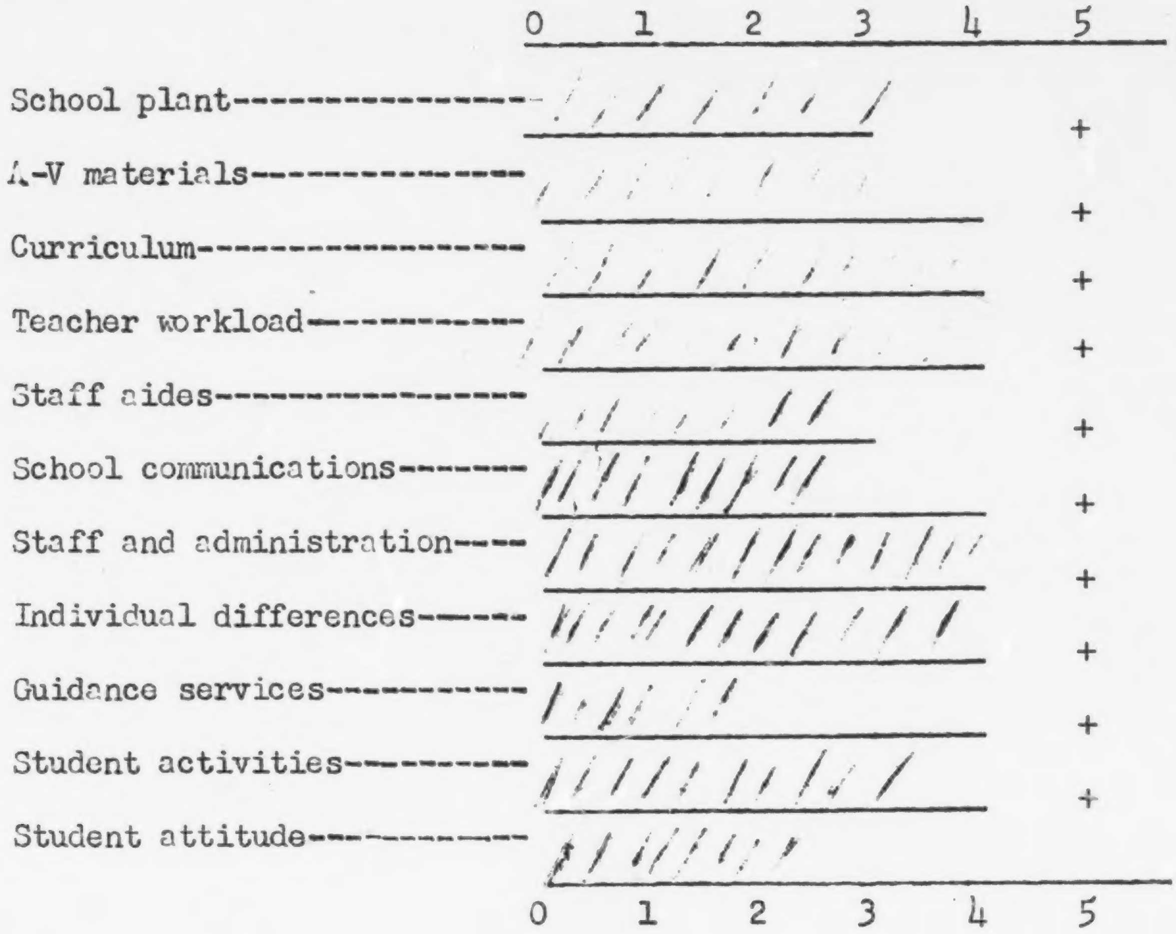
ED

057 454


1.0
4.5
5.0
5.6
6.3
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Chart 5 School D
Comparison Rating



Financial support: Local board appropriations only.

Socio-economic level: Upper middle class-income over $15,000.

Type of school: Public

Type of ungrading: Horizontal and vertical approach, quite extensive in reading.

Instructional organization: Traditional classroom

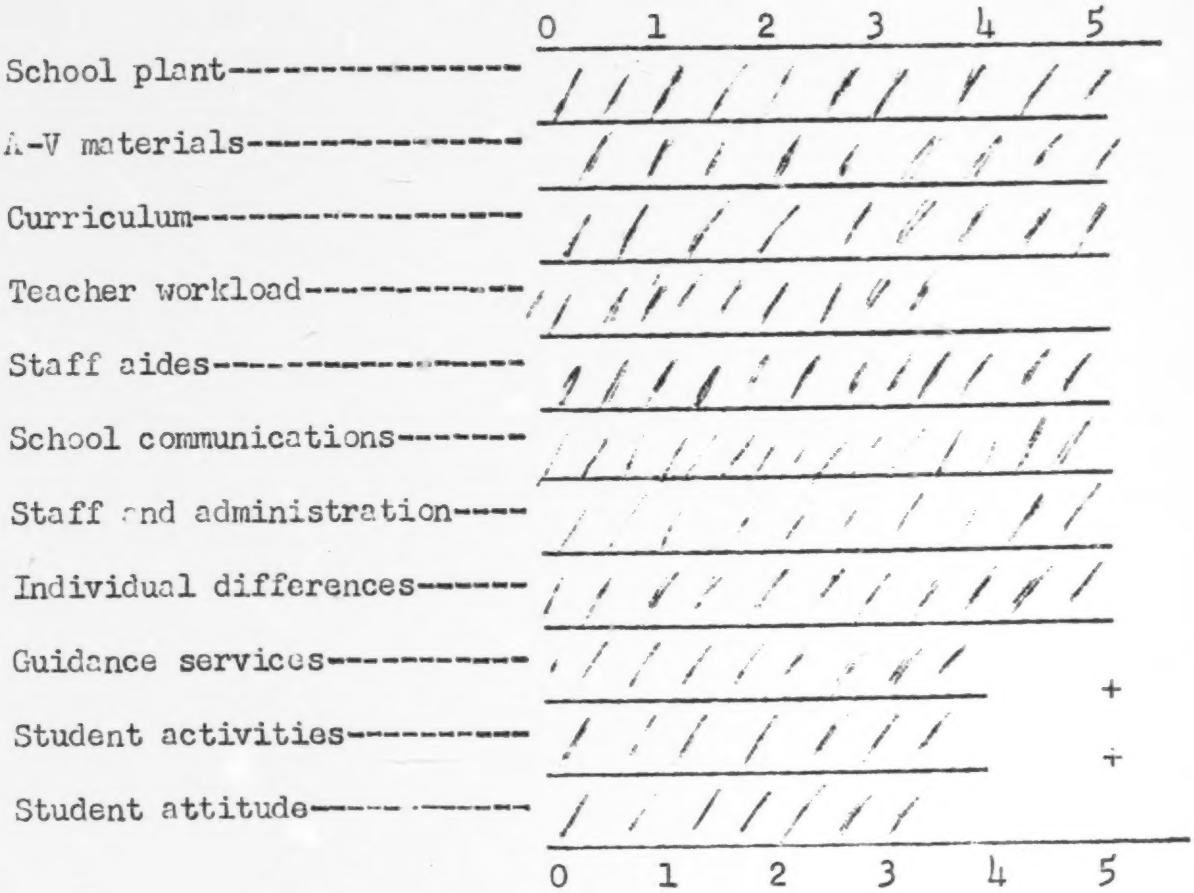
Teacher-pupil ratio: Ratio is low and relationship was good.

Type of scheduling: Periods

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Grade and parent conference

## Chart 6 School E
## Comparison Rating



Financial support: Foundation supported along with federal monies.

Socio-economic level: Upper middle class-income over $15,000.

Type of school: Experimental or Demonstration

Type of ungrading: Horizontal approach

Instructional organization: Team teaching

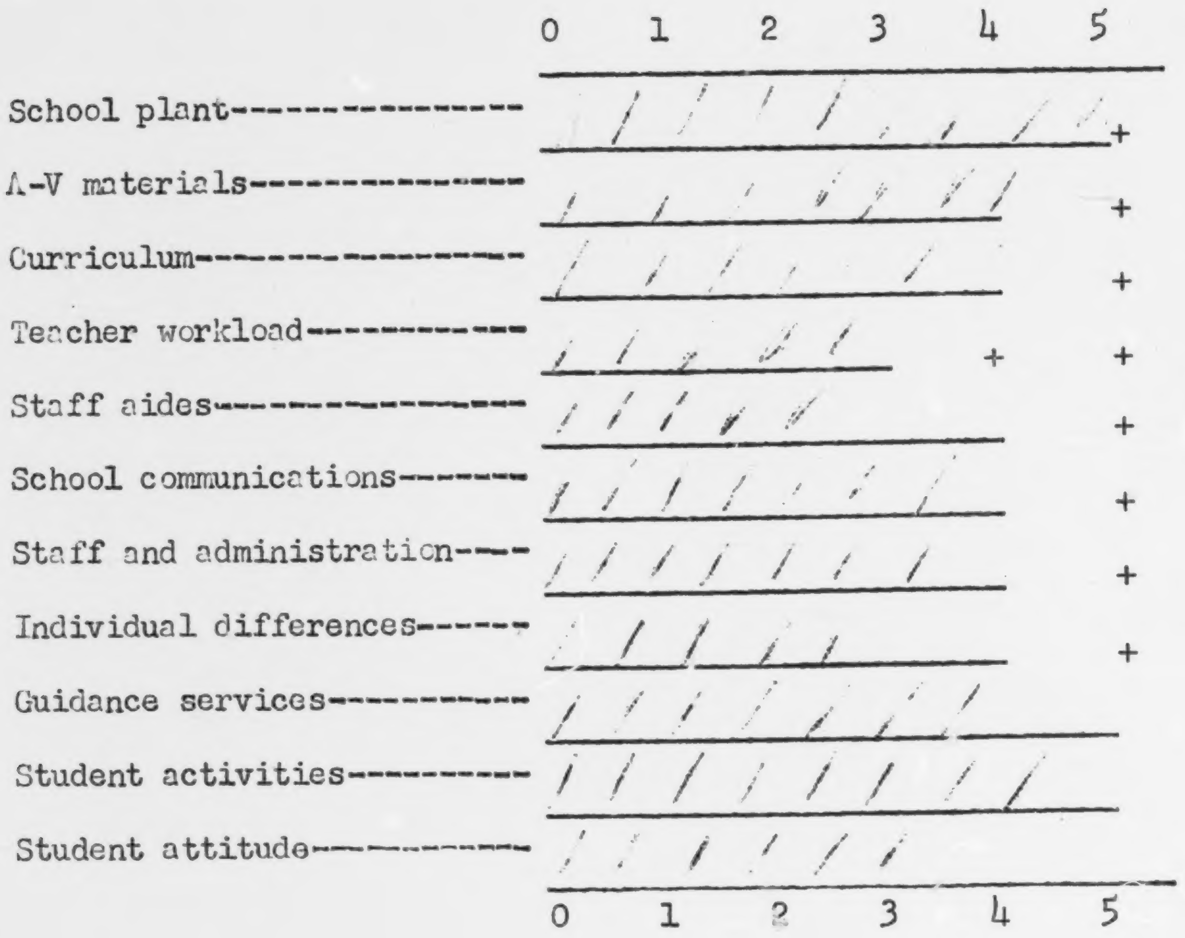
Teacher-pupil ratio: Ratio is high and relationship was good.

Type of scheduling: Module scheduling

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Pass and Unsatisfactory

Chart 7 School F
Comparison Rating



Financial support: Local board appropriations only.

Socio-economic level: Upper middle class- income over $15.000.

Type of school: Public

Type of ungrading: Horizontal approach

Instructional organization: Traditional classroom

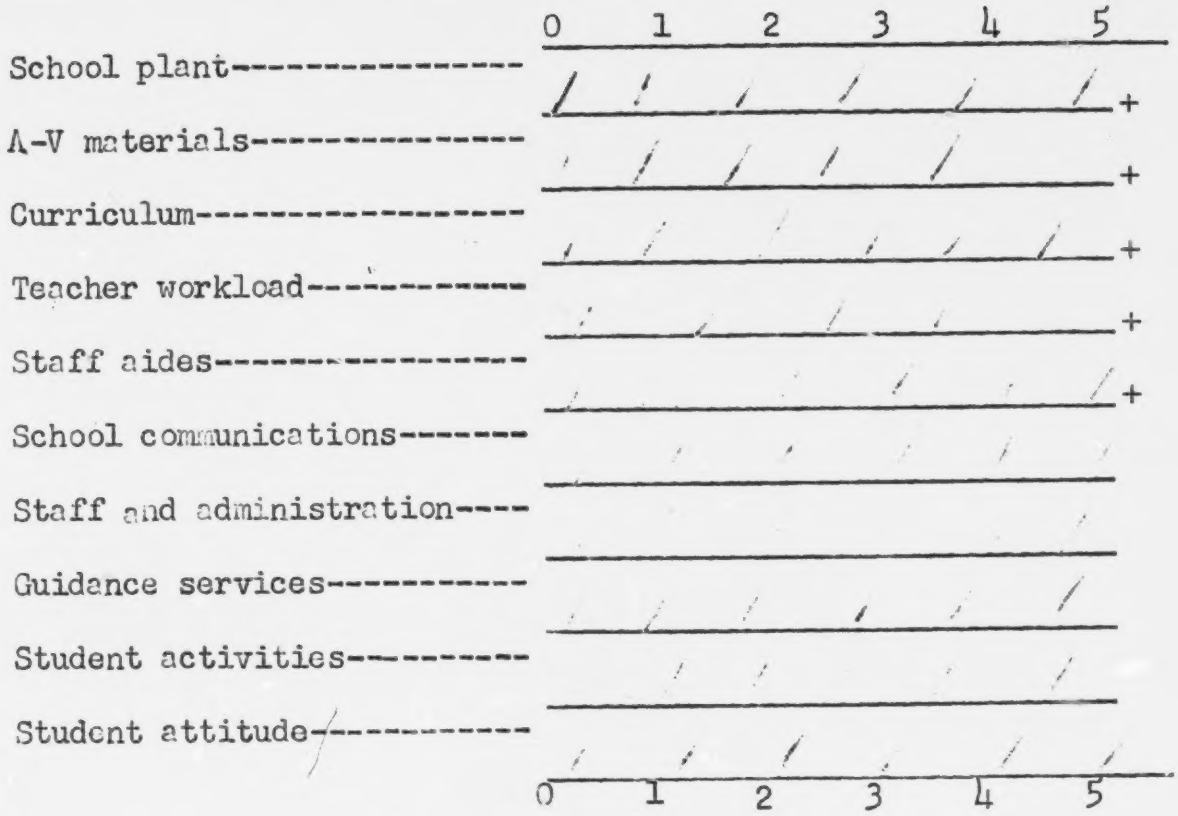
Teacher-pupil ratio: Ratio was high and the relationship was good.

Type of scheduling: Period

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Letter grades only

Chart 8 School G
Comparison Rating



Financial support: Foundation supported

Socio-economic level: Upper middle class-income over $15,000.

Type of school: Public

Type of ungrading: Horizontal appreach

Instructional organization: Team teaching

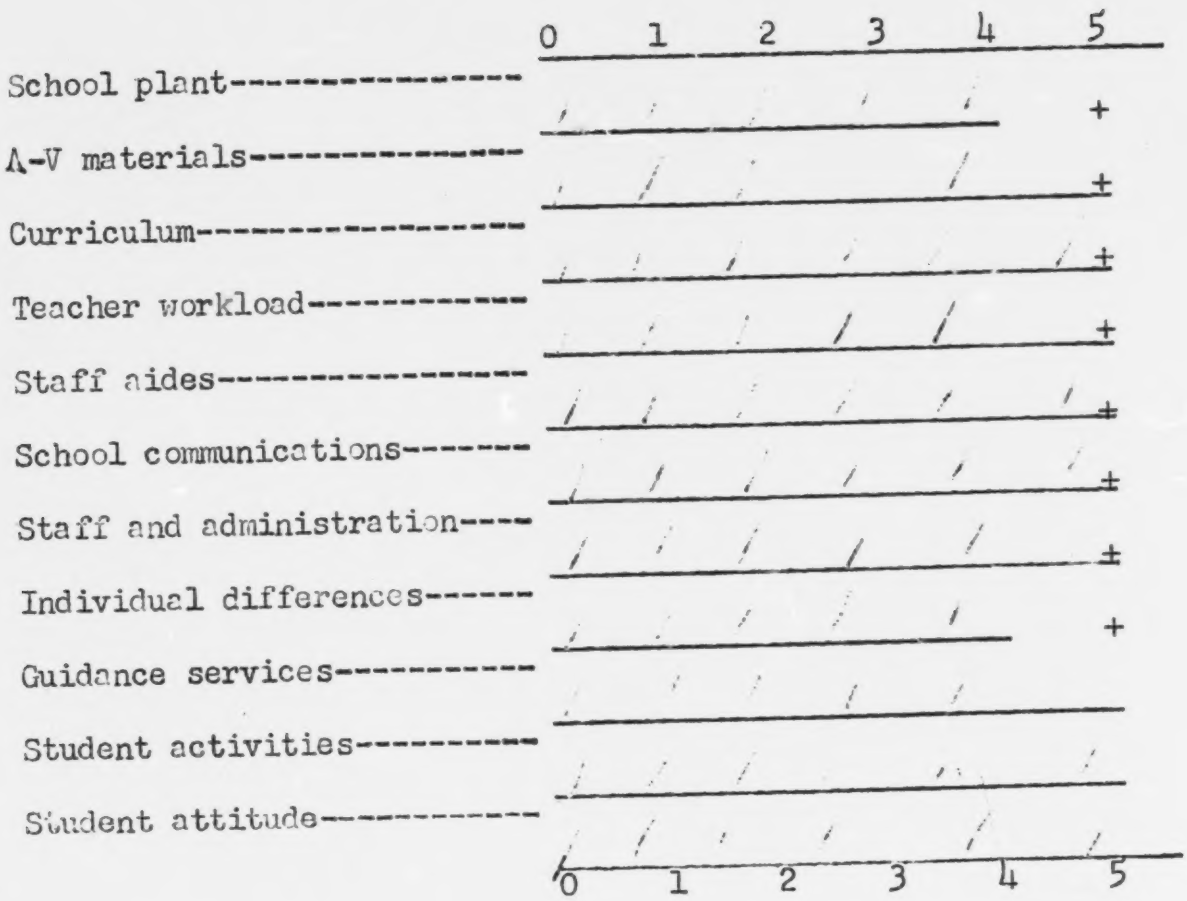
Teacher-pupil ratio: Ratio was low and the relationship was excellent.

Type of scheduling: Module scheduling

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Grade and parent conferences

Chart 9 - School H
Comparison Rating



Financial support: Foundation supported

Socio-economic level: Upper middle class-income over $15,000.

Type of school: Public

Type of ungrading: Cycle

Instructional organization: Team teaching

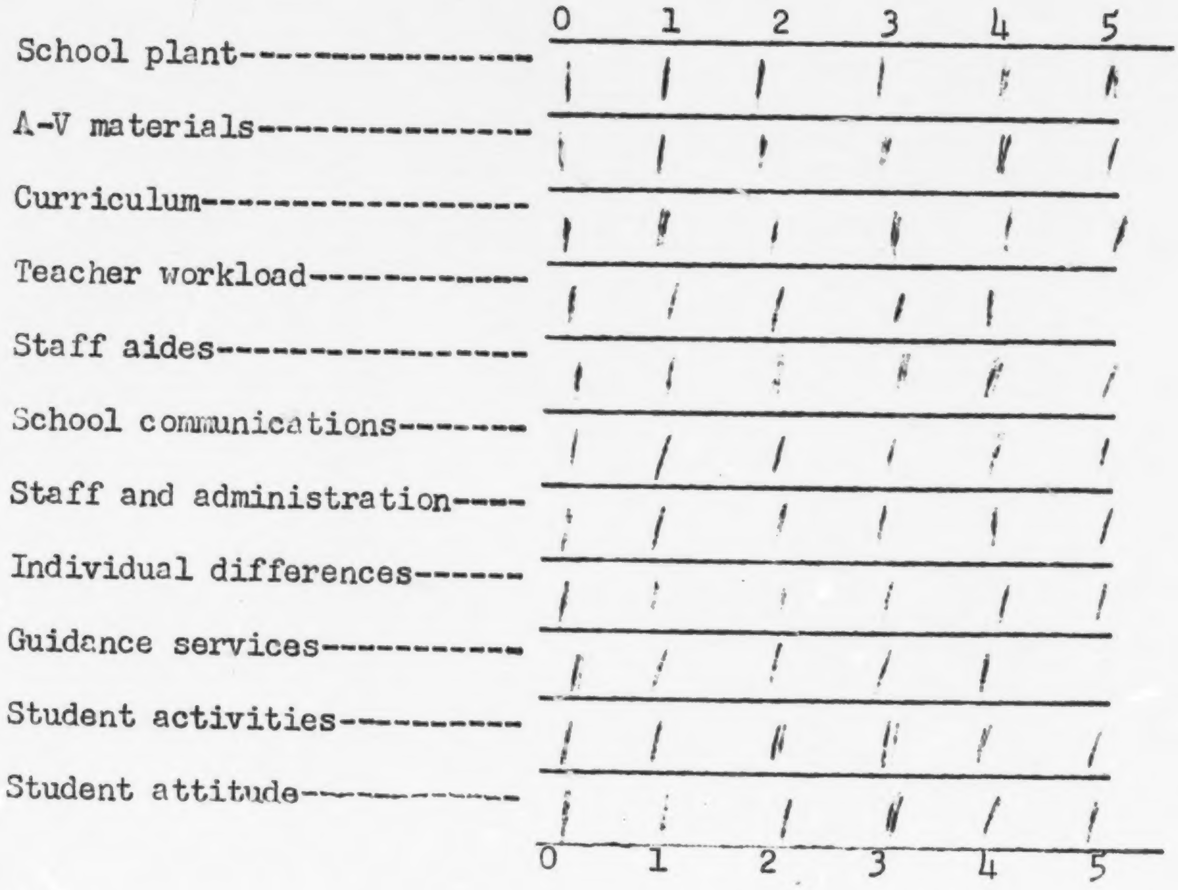
Teacher-pupil ratio: Ratio was low and the relationship was excellent.

Type of scheduling: Module scheduling

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Grade and parent conferences

Chart 10 School I
Comparisom Rating



Financial support: Foundation supported

Socio-economic level: Upper middle class-income over $15,000.

Type of school: Public

Type of ungrading: Horizontal approach

Instructional organization: Team teaching

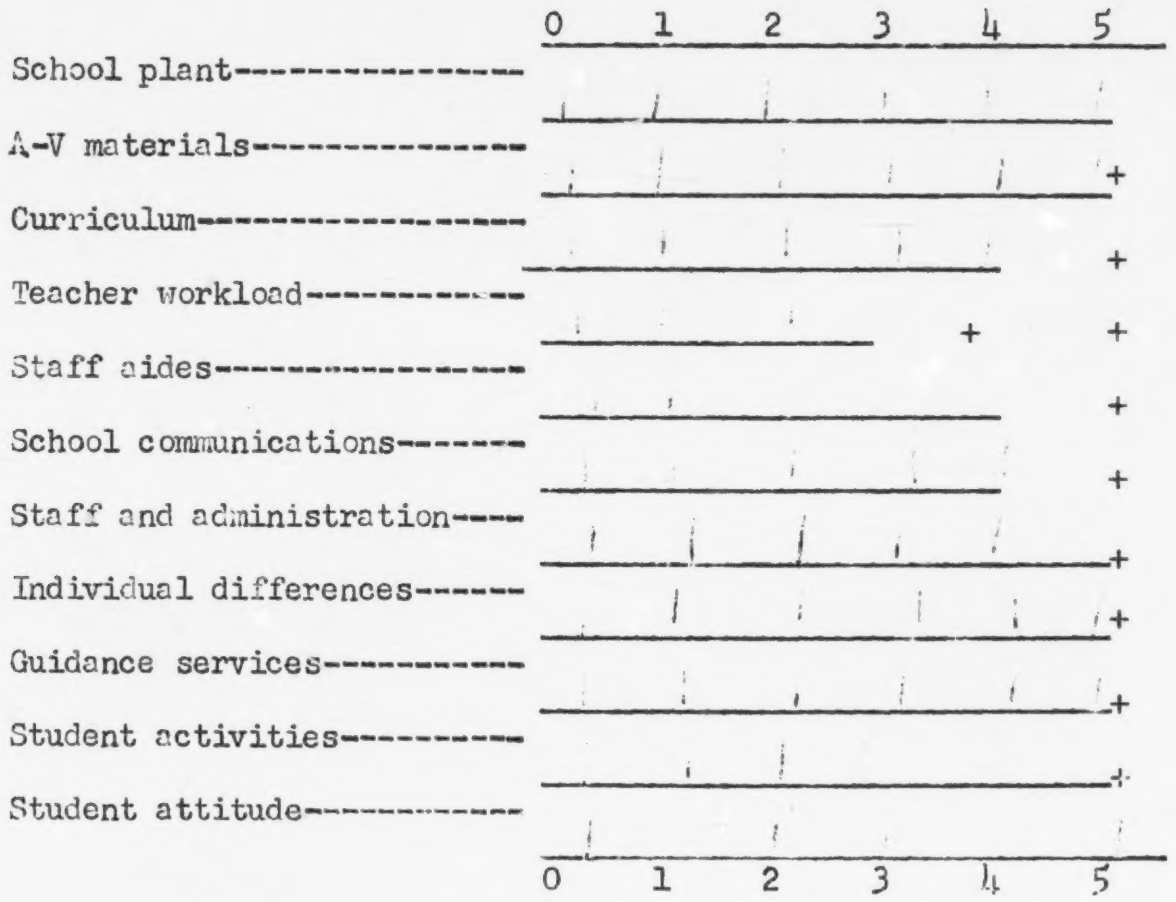
Teacher-pupil ratio: Ratio was low and the relationship was excellent.

Type of scheduling: Module

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Grade and parent conferences

Chart 11 School J
Comparison Rating



Financial support: Local board appropriations only.

Socio-economic level: Middle class-income between $10,000-$14,999.

Type of school: Public

Type of ungrading: Horizontal and vertical approach

Instructional organization: Team teaching

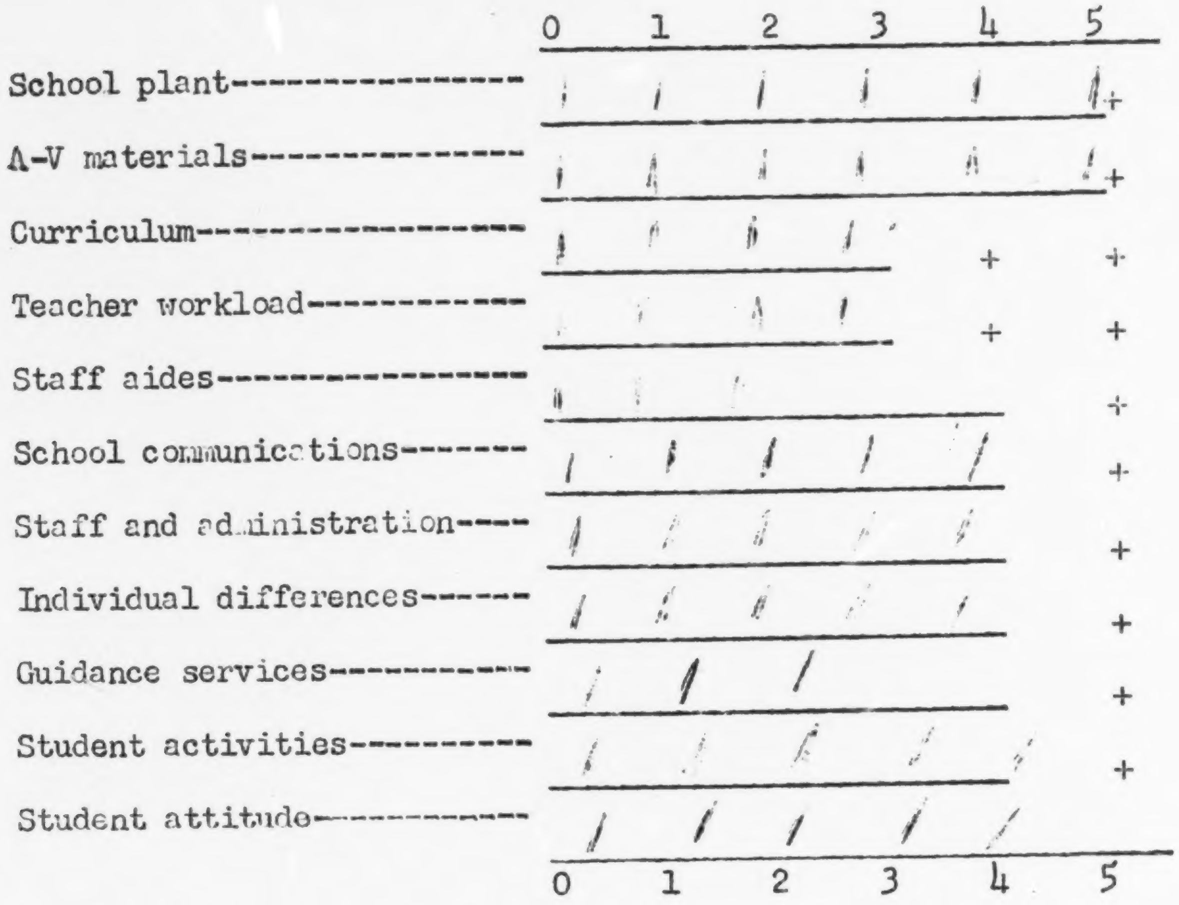
Teacher-pupil ratio: Ratio was high and relationship was good.

Type of scheduling: Periods

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Grade and parent conferences

Chart 12 School K
Comparison Rating



Financial support: Foundation supported

Socio-economic level: Lower middle class-income between $5,000-$9,999.

Type of school: Experimental or Demonstration

Type of ungrading: Horizontal approach

Instructional organization: Team teaching

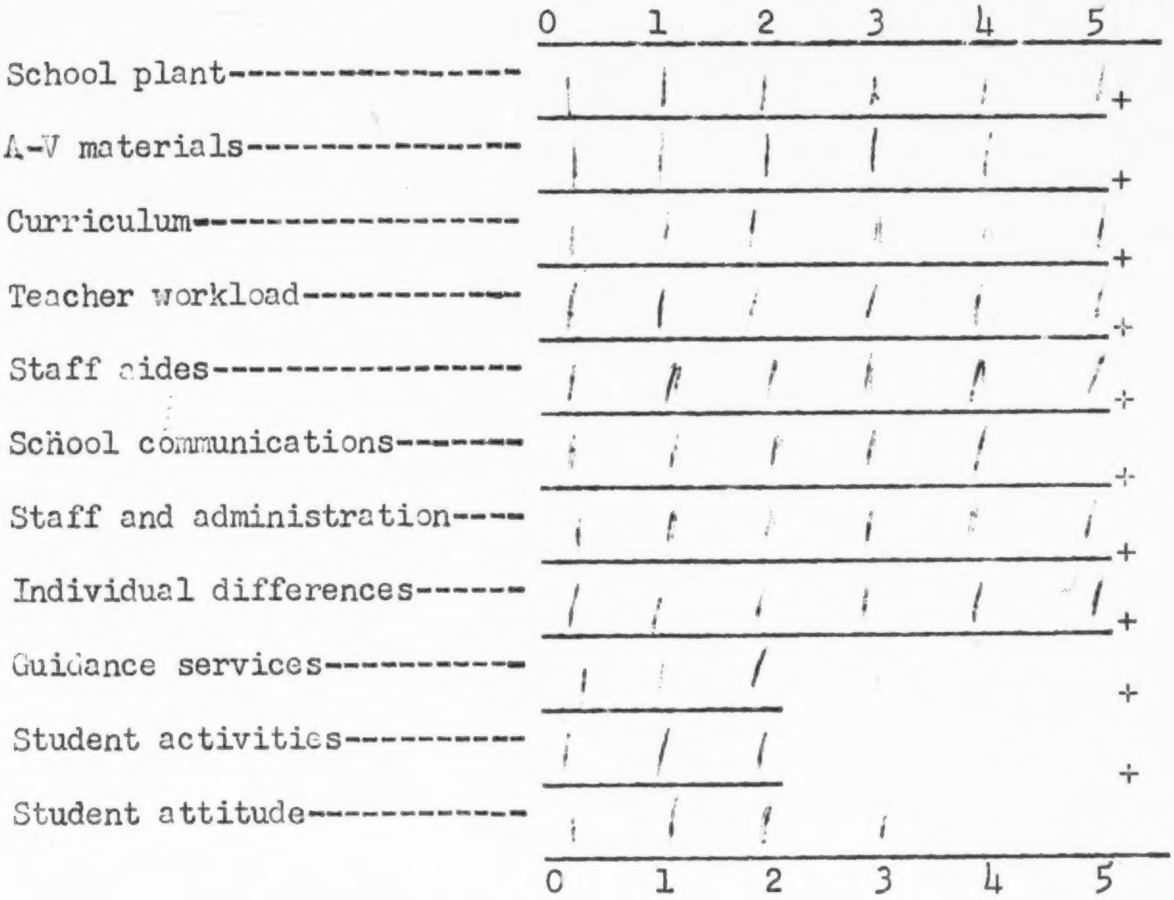
Teacher-pupil ratio: Ratio was high and relationship was good.

Type of scheduling: Periods

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Grade and parent conferences

Chart 13 School L
Comparison Rating



Financial support: Foundation supported

Socio-economic level: Middle class-income between $10,000-$14,999

Type of school: Laboratory.

Type of ungrading: Horizontal approach

Instructional organization: Traditional classroom

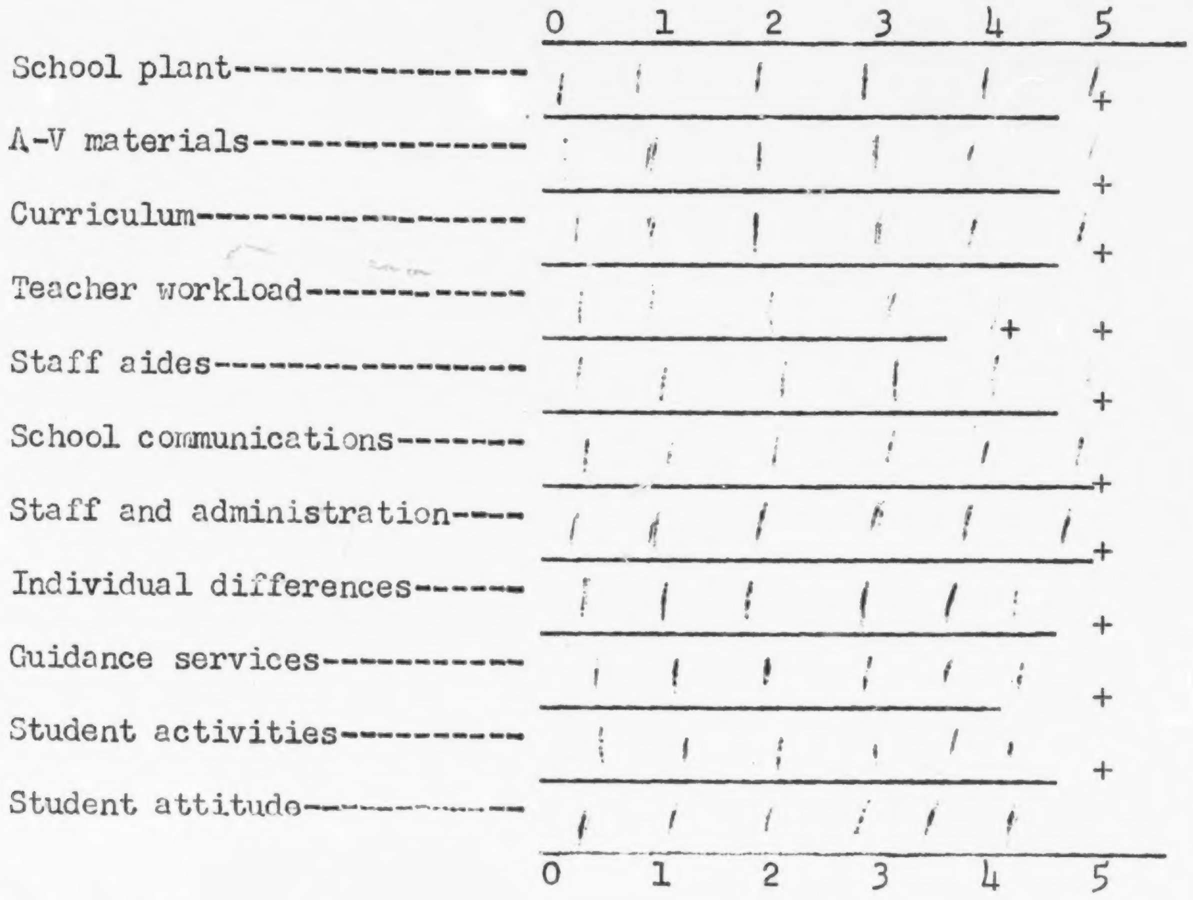
Teacher-pupil ratio: Ratio was low and relationship was excellent.

Type of scheduling: Periods

Student grouping: Combination of achievement testing and teacher recommendation.

Grading system: Grade and parent conferences

## Chart 14
Elementary School
Average Rating



Financial support:

Socio-economic level:

Type of school:

Type of ungrading:

Instructional organization:

Teacher-pupil ratio:

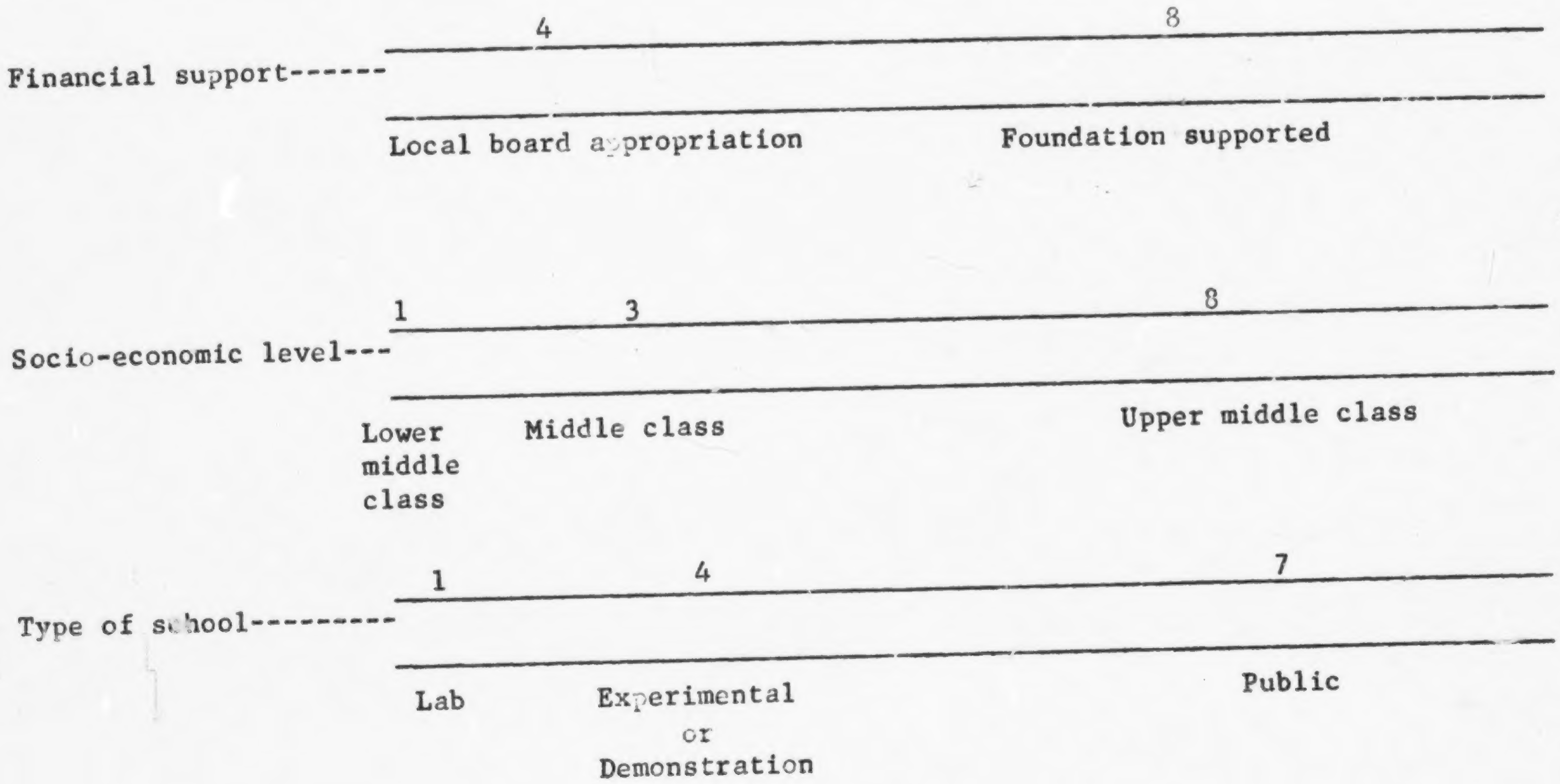
Type of scheduling:

Student grouping:

Grading system:

summary of this data found on following pages

Chart 14* (Cont'd)



* Numbers above sections in bars indicate number of schools in area designated below section.

## Chart 14 (Cont'd)

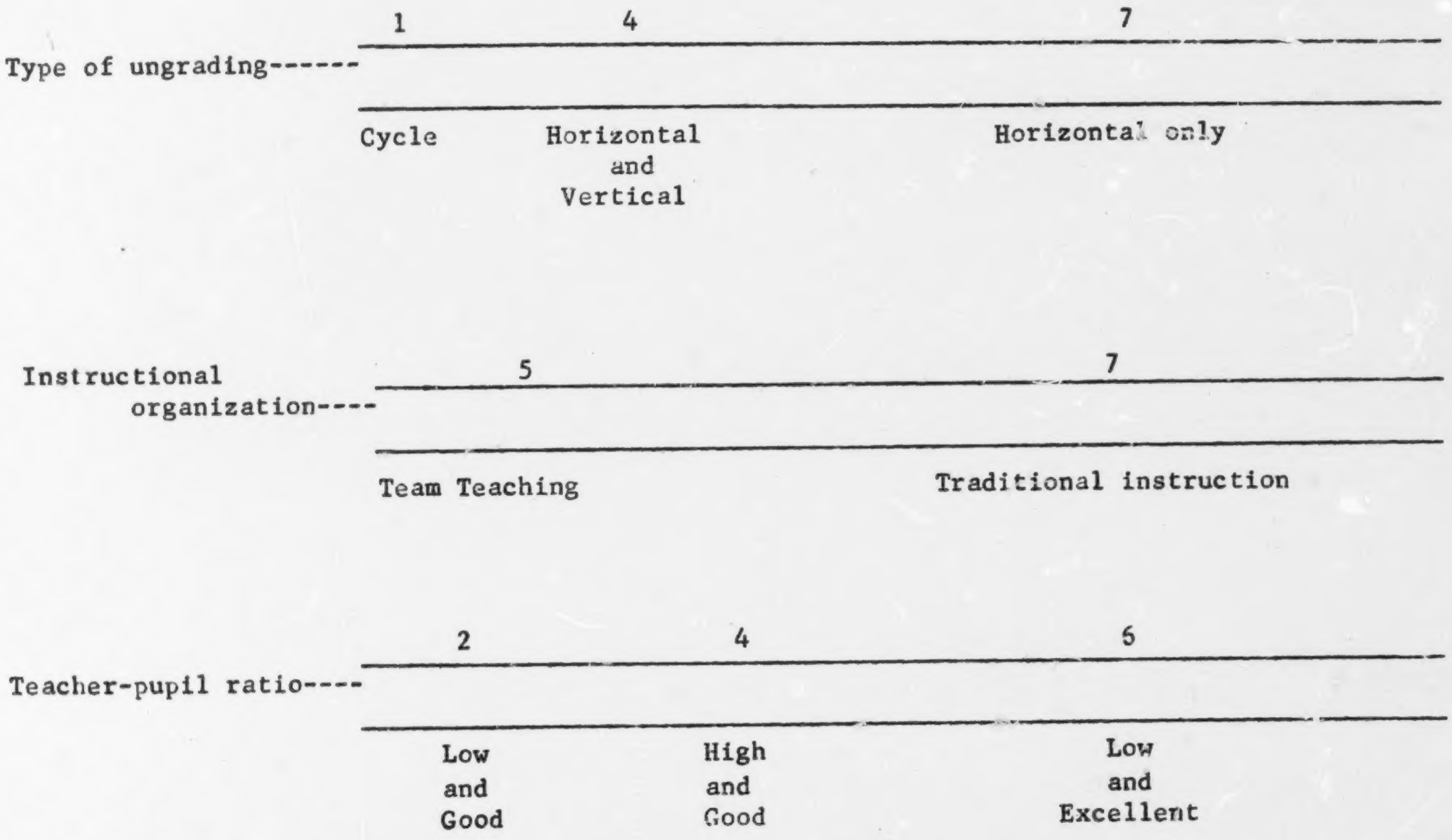
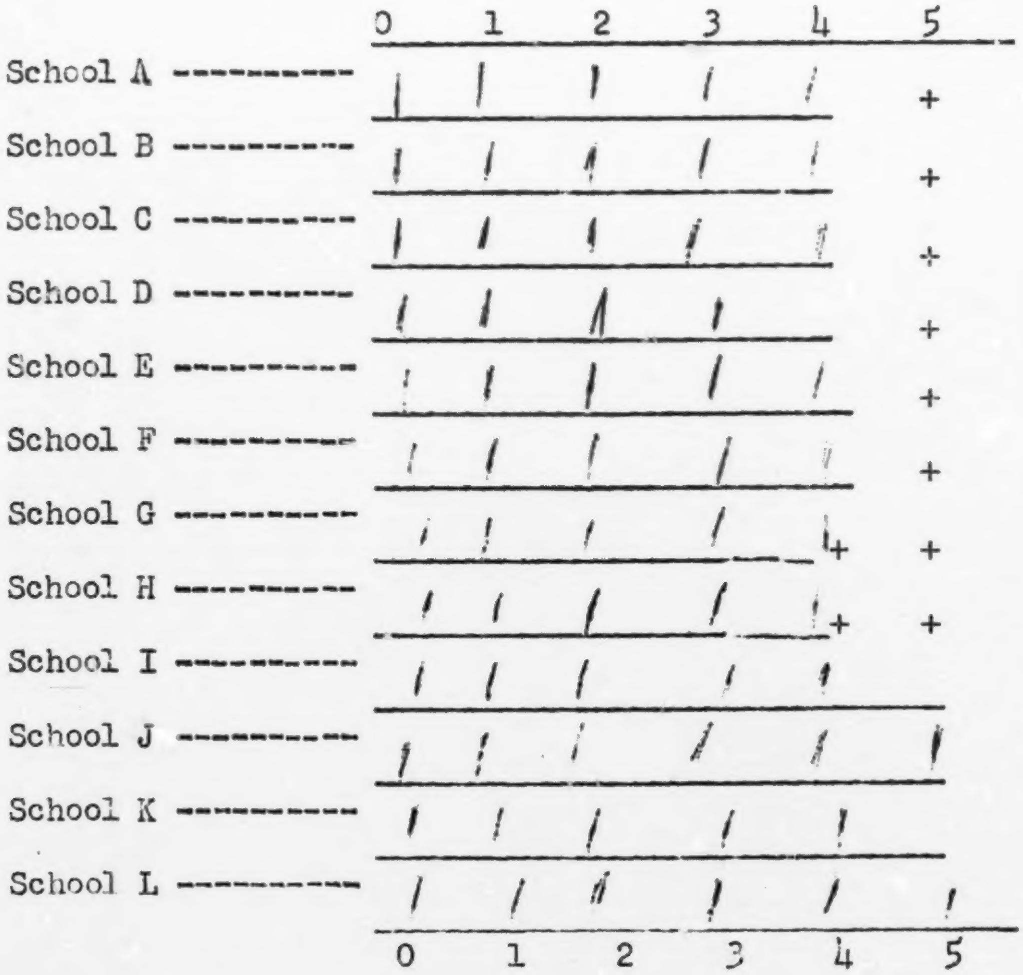

Type of ungrading------
1
4
7
Cycle
Horizontal and Vertical
Horizontal only
Instructional organization----
5
7
Team Teaching
Traditional instruction
Teacher-pupil ratio----
2
4
6
Low and Good
High and Good
Low and Excellent

Chart 14 (Cont'd)

| | | | |
|---|---|---|---|
| Type of scheduling | 5<br>Module | | 7<br>Period |
| Student grouping | 2<br>Achievement test<br>Teacher Recommendation | | 10<br>Achievement test<br>Ability<br>Teacher recommendation |
| Grading system | 2<br>Letter grade | 2<br>Pass and Unsatisfactory | 8<br>Grades and Parent Conferences |

## Chart 15
Average of Each
Elementary School

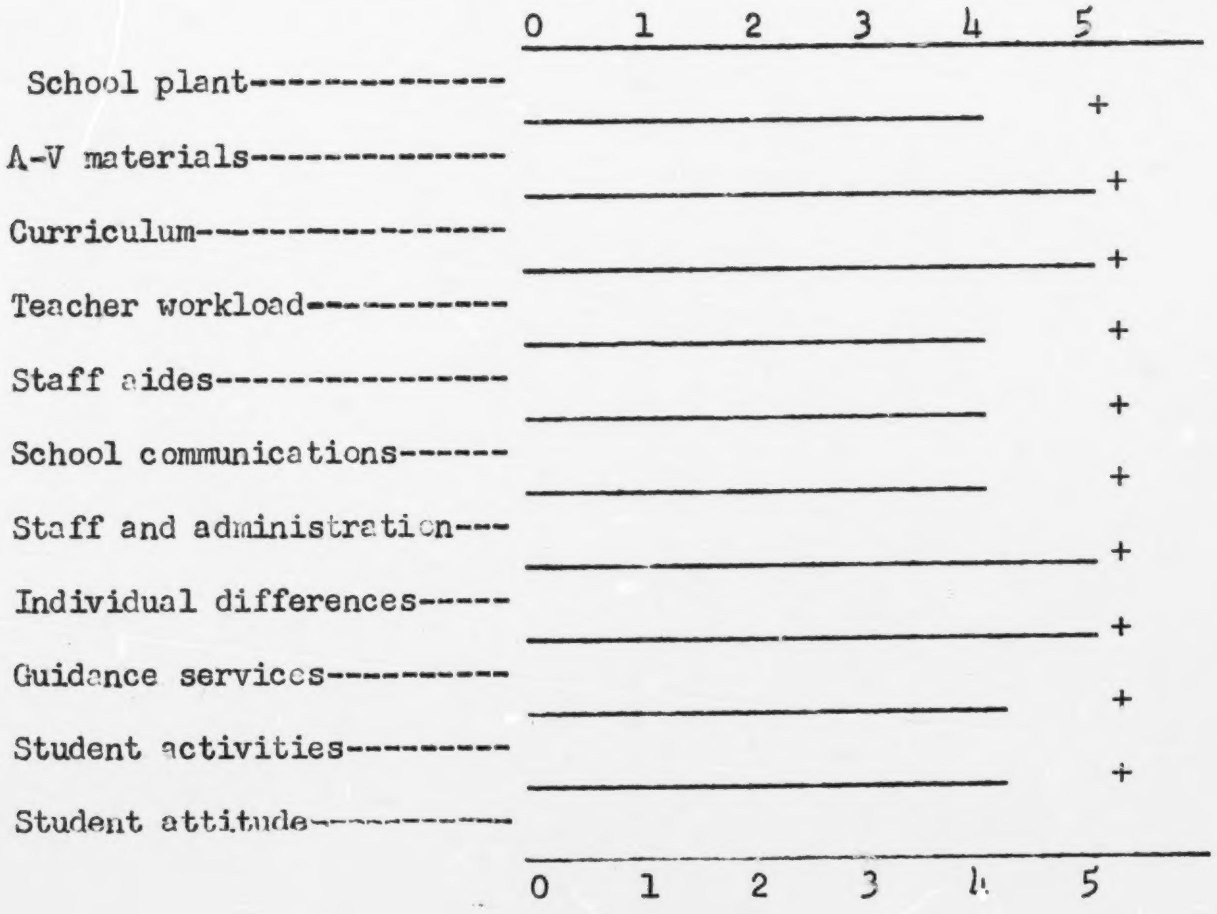


Legend:
5-EXCELLENT
4-VERY GOOD
3-GOOD
2-FAIR
1-POOR

## Chart 1 Basic Data Sheet
## Secondary Schools

| | School T | School S | School R | School Q | School P | School O | School N | School M |
|---|---|---|---|---|---|---|---|---|
| School plant | 1 | 5 | 4 | 4 | 5 | 5 | 4 | 4 |
| A-V materials | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 |
| Curriculum | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 |
| Teacher Workload | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 4 |
| Staff aides | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 |
| School communications | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 |
| Staff and administration | 3 | 5 | 4 | 4 | 4 | 5 | 4 | 4 |
| Individual differences | 2 | 5 | 5 | 4 | 5 | 5 | 4 | 5 |
| Guidance services | 1 | 5 | 4 | 4 | 3 | 5 | 4 | 4 |
| Student activities | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 |
| Student attitude | 4 | 5 | 4 | 4 | 4 | 3 | 5 | 3 |

Chart 2 School M
Comparison Rating



Financial support: Foundation supported

Socio-economic level: Middle class-income between $10,000-$14,999.

Type of school: Public

Type of ungrading: Horizontal and vertical approach

Instructional organization: Traditional classroom

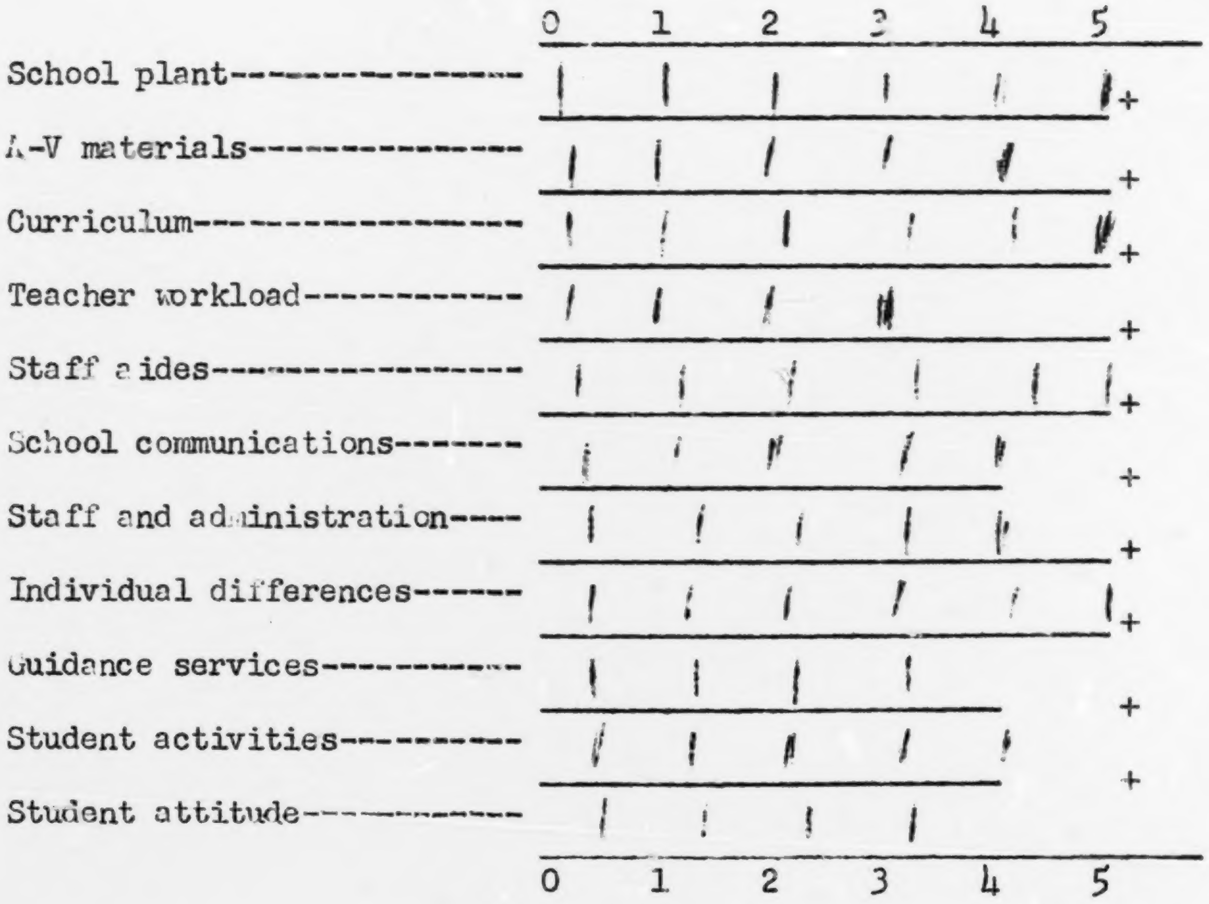
Teacher-pupil ratio: Ratio was low and relationship was excellent.

Type of scheduling: Periods (8)

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Grade and graph

Chart 3 School N
Comparison Rating



Financial support: Foundation supported

Socio-economic level: Middle class-income between $10,000-$14,999.

Type of school: Public

Type of ungrading: Horizontal and vertical approach

Instructional organization: Traditional classroom

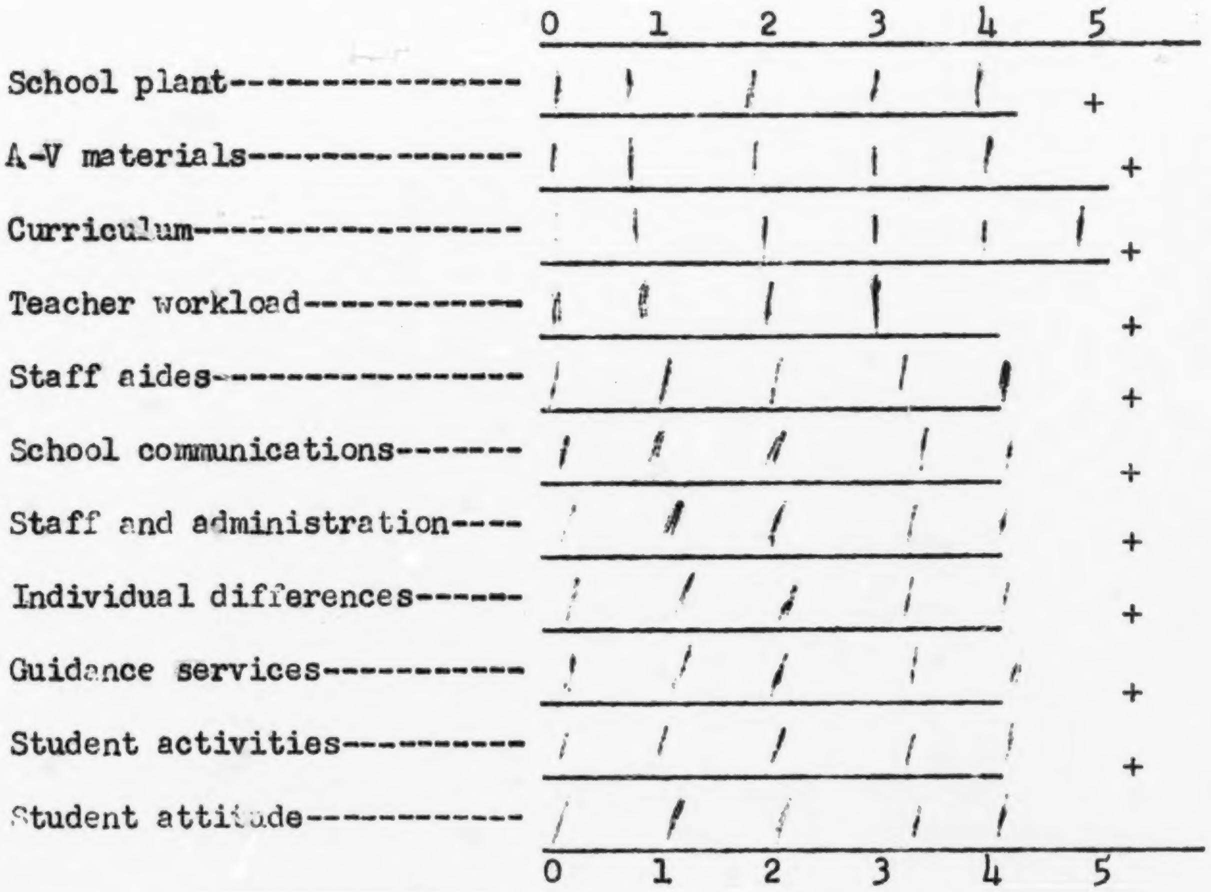
Teacher-pupil ratio: Ratio was high and relationship was good.

Type of scheduling: Periods (6)

Student grouping: Combination of achievement testing and teacher recommendation.

Grading system: Letter grades

Chart 4 School 0
Comparison Rating



Financial support: Local board appropriations only

Socio-economic level: Middle class-income between $10,000-$14,999.

Type of school: Public

Type of ungrading: Horizontal and vertical approach

Instructional organization: Traditional classroom

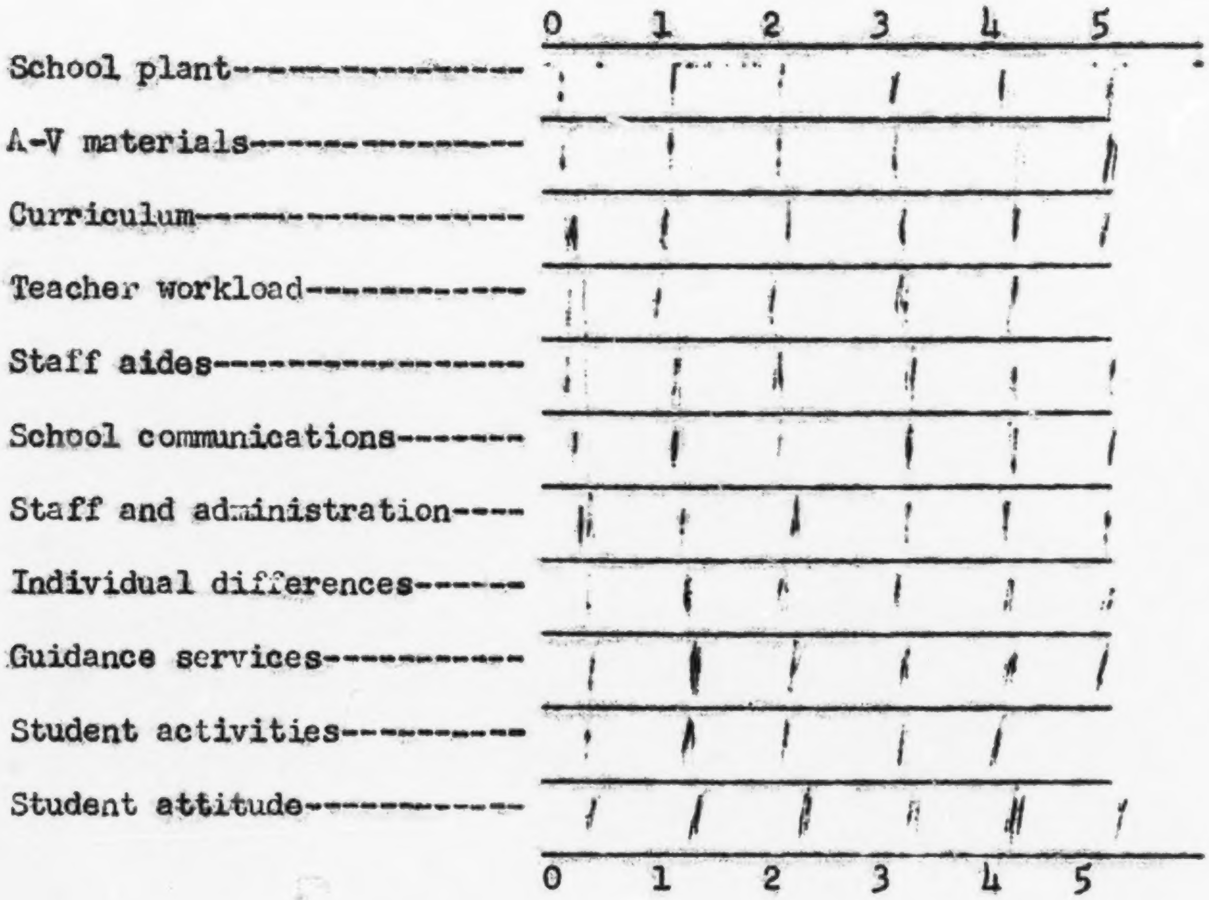
Teacher-pupil ratio: Ratio was high and relationship was good.

Type of scheduling: Periods (6)

Student grouping: Combination of achievement testing and teacher recommendation.

Grading system: Letter grades

Chart 5 School P
Comparison Rating



Financial support: Foundation supported along with federal monies.

Socio-economic level: Upper middle class-income over $15,000.

Type of school: Experimental and demonstration

Type of ungrading: Horizontal and vertical approach

Instructional organization: Traditional classroom

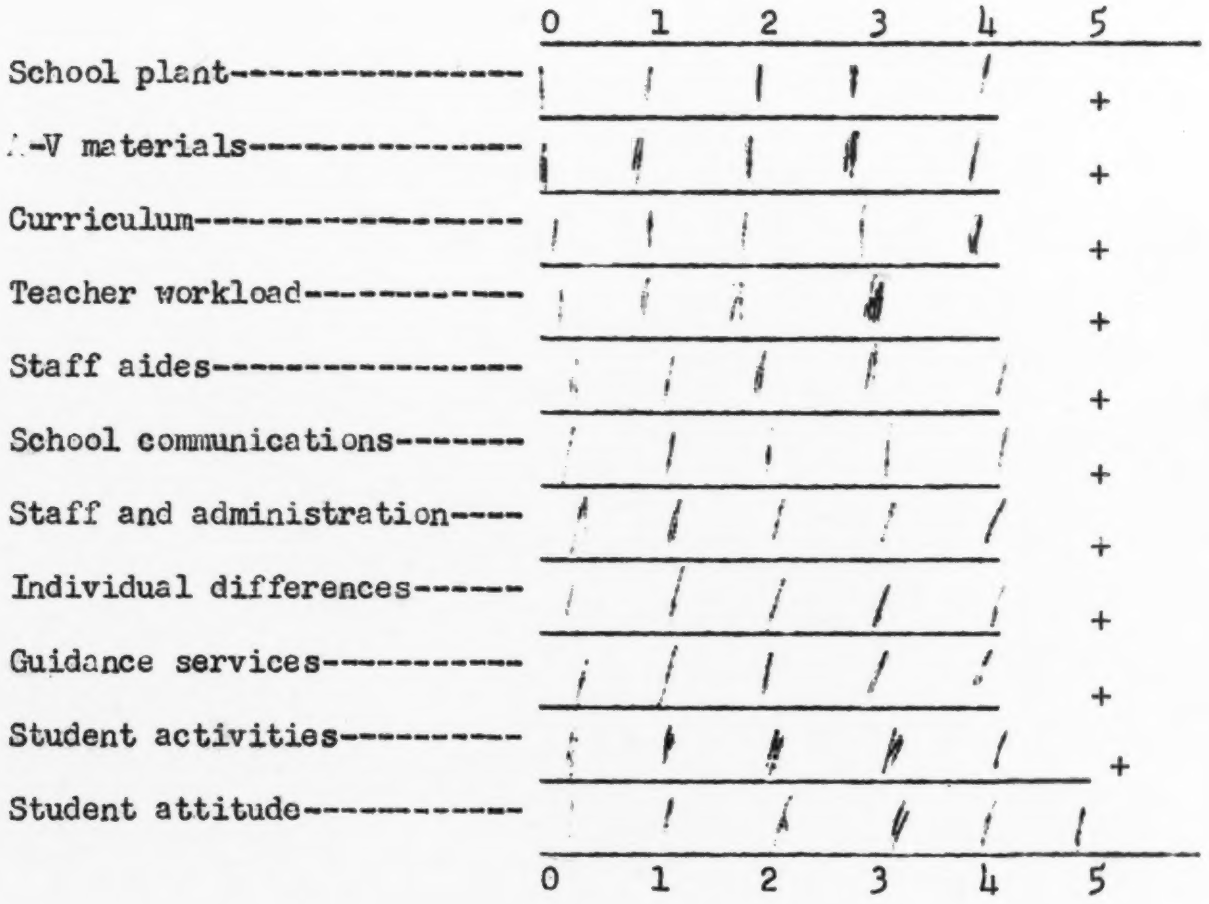
Teacher-pupil ratio: Ratio was low and relationship was excellent.

Type of scheduling: Module

Student grouping: Combination of achievement, ability and teacher recommendation.

Grading system: Letter grades

Chart 6 School Q
Comparison Rating



Financial support: Foundation supported

Socio-economic level: Lower middle class-income between $5,000-$9,999.

Type of school: Public

Type of ungrading: Horizontal and vertical approach

Instructional organization: Team Teaching

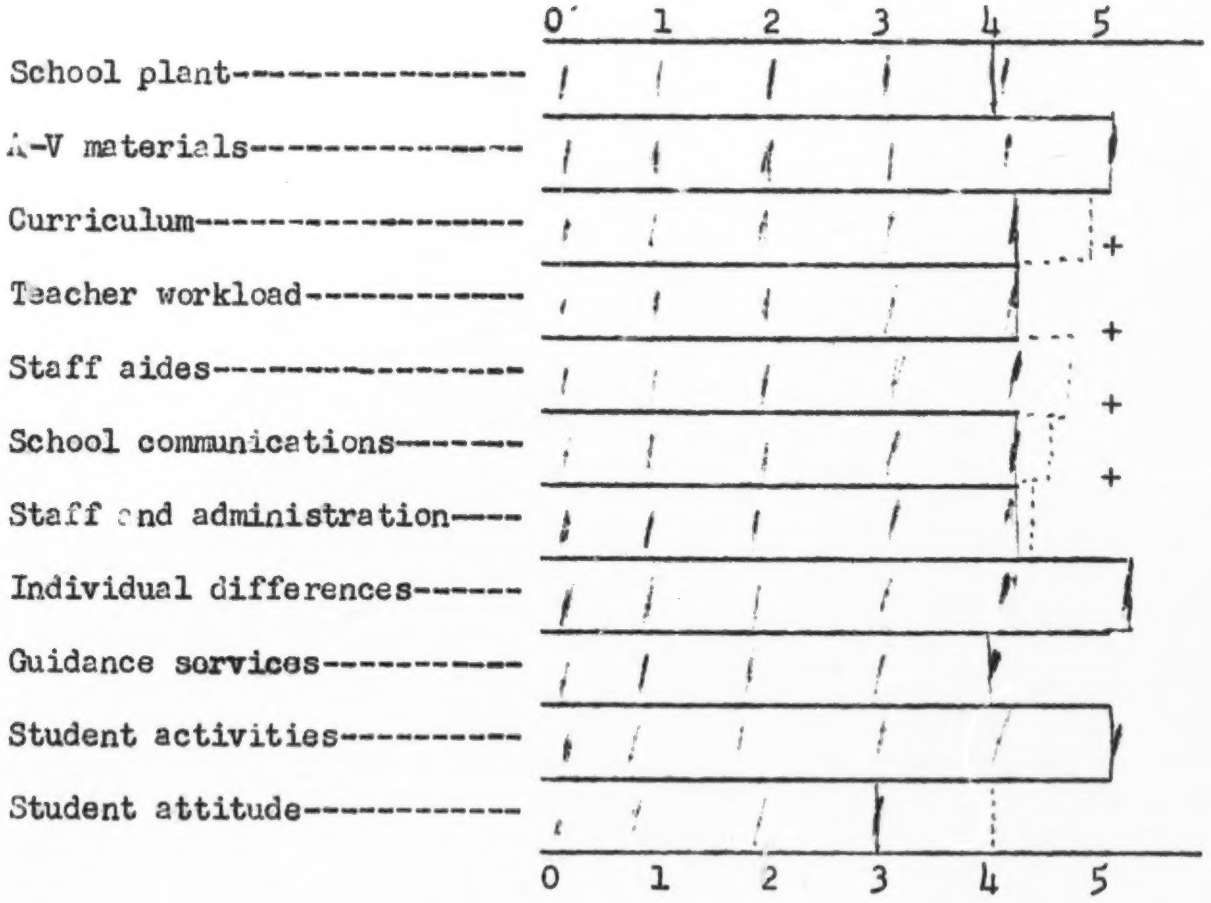
Teacher-pupil ratio: Ratio was low and relationship was excellent.

Type of scheduling: Module

Student grouping: Achievement testing-(Iowa Test-CALIF. TEST OF MENTAL ABILITY)

Grading system: Letter grades

Chart 7 School R
Comparison Rating



Financial support: Local board appropriations only

Socio-economic level: Upper middle class-income over $15,000.

Type of school: Public

Type of ungrading: Horizontal and vertical approach

Instructional organization: Team teaching

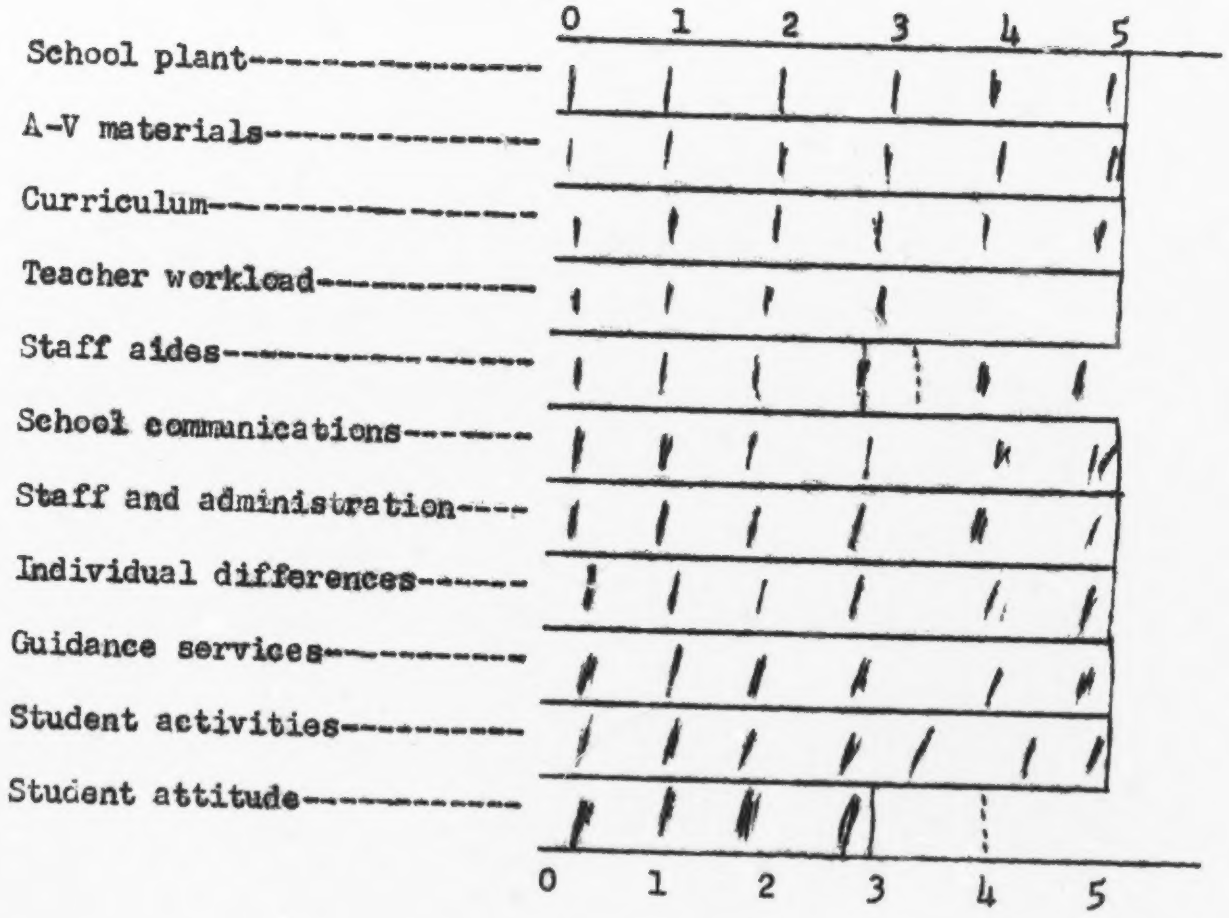
Teacher-pupil ratio: Ratio was low and relationship was excellent.

Type of scheduling: Periods (6)

Student grouping: Achievement testing-by subjects

Grading system: Grade and graph

Chart 8 School 5
Comparison Rating



**Financial support:** Student tuition

**Socio-economic level:** Upper middle class-income over $15,000.

**Type of school:** Laboratory

**Type of ungrading:** Vertical approach

**Instructional organization:** Traditional classroom

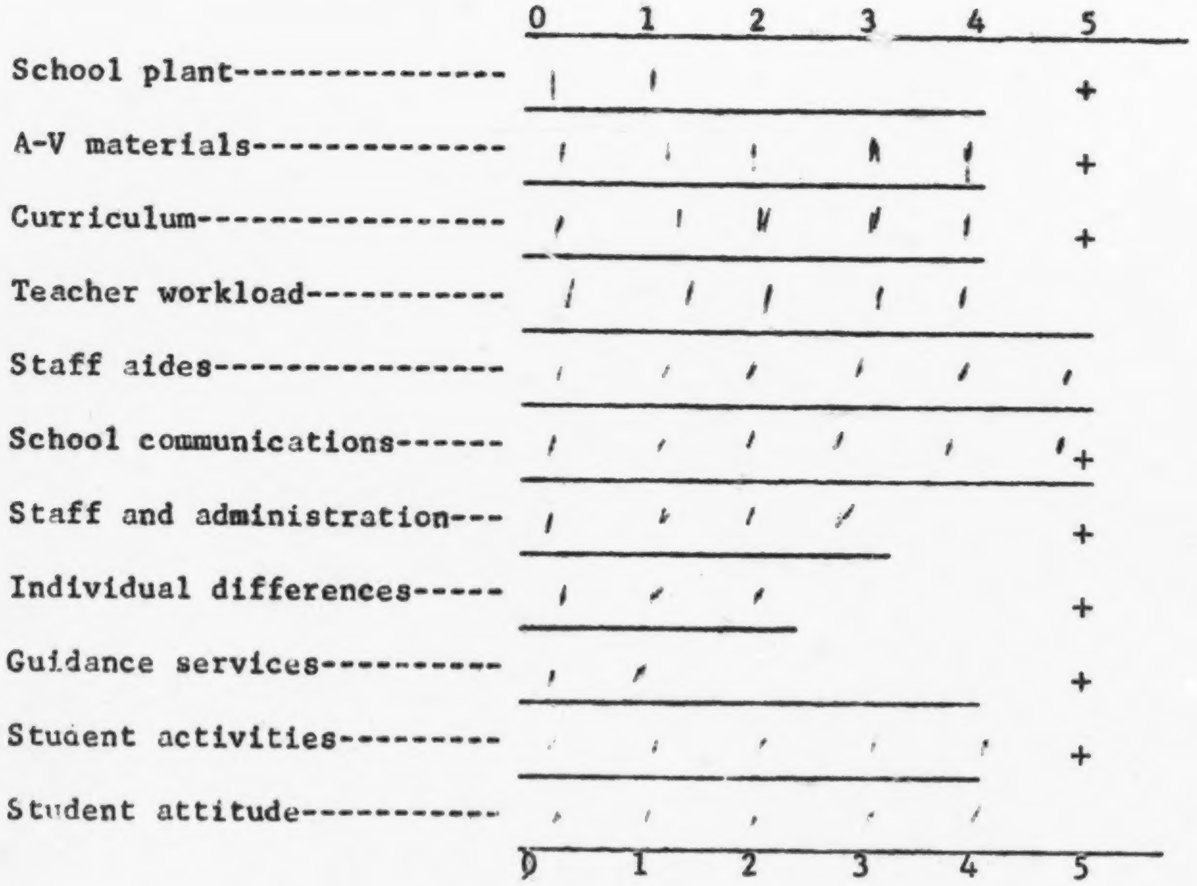
**Teacher-pupil ratio:** Ratio was low and relationship was excellent.

**Type of scheduling:** Periods (6)

**Student grouping:** Achievement testing and teacher recommendation.

**Grading system:** Letter grades

## Chart 9 School T
## Comparison Rating



**Financial support:** Foundation supported.

**Socio-economic level:** Middle class-income between $10,000-$14,000.

**Type of school:** Public

**Type of ungrading:** Vertical approach

**Instructional organization:** Traditional classroom

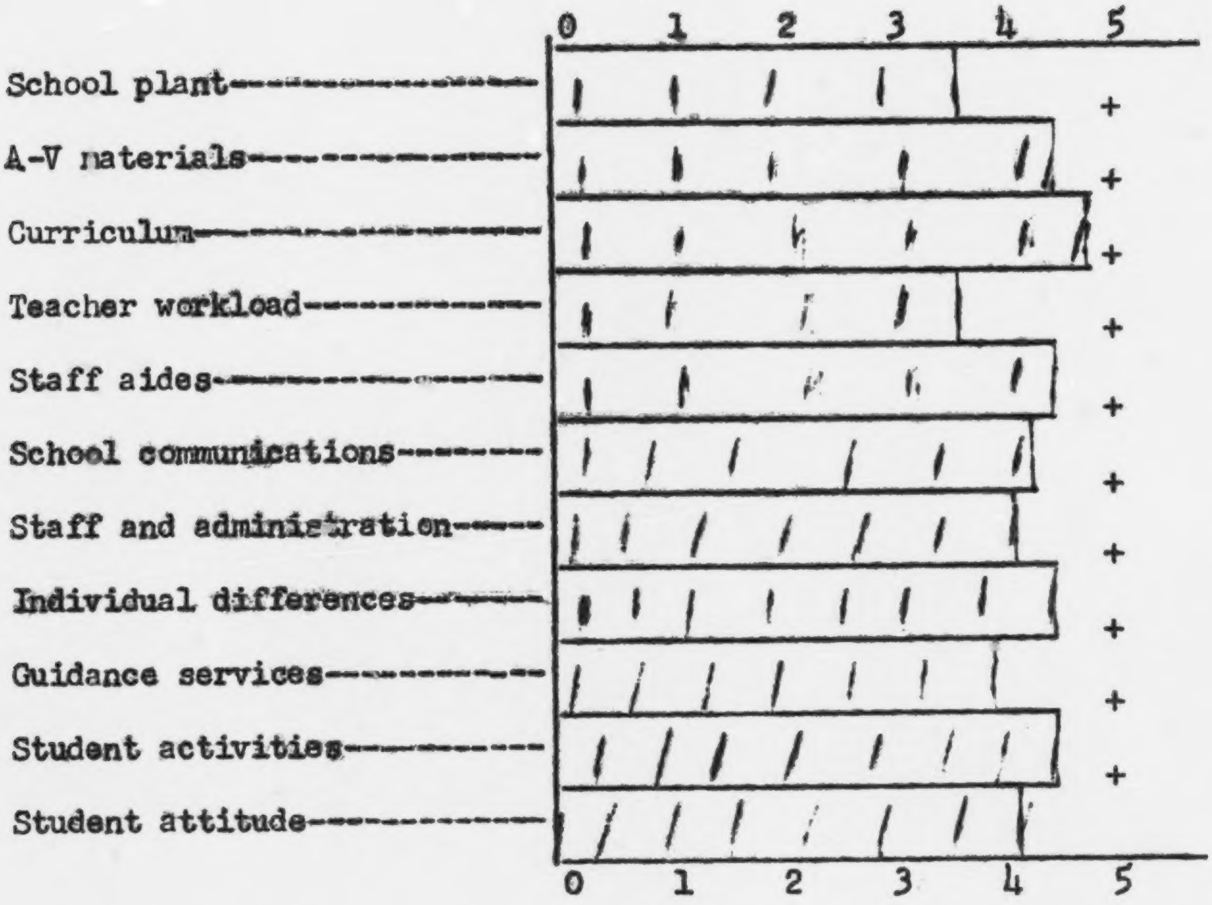
**Teacher-pupil ratio:** Ratio was low and relationship was excellent.

**Type of scheduling:** Module

**Student grouping:** Combination of achievement testing and teacher recommendation.

**Grading system:** Letter grades

Chart 10
Secondary School
Average Rating



Financial support:

Socio-economic level:

Type of school:

Type of ungrading:

Instructional organization:

Teacher-pupil ratio:

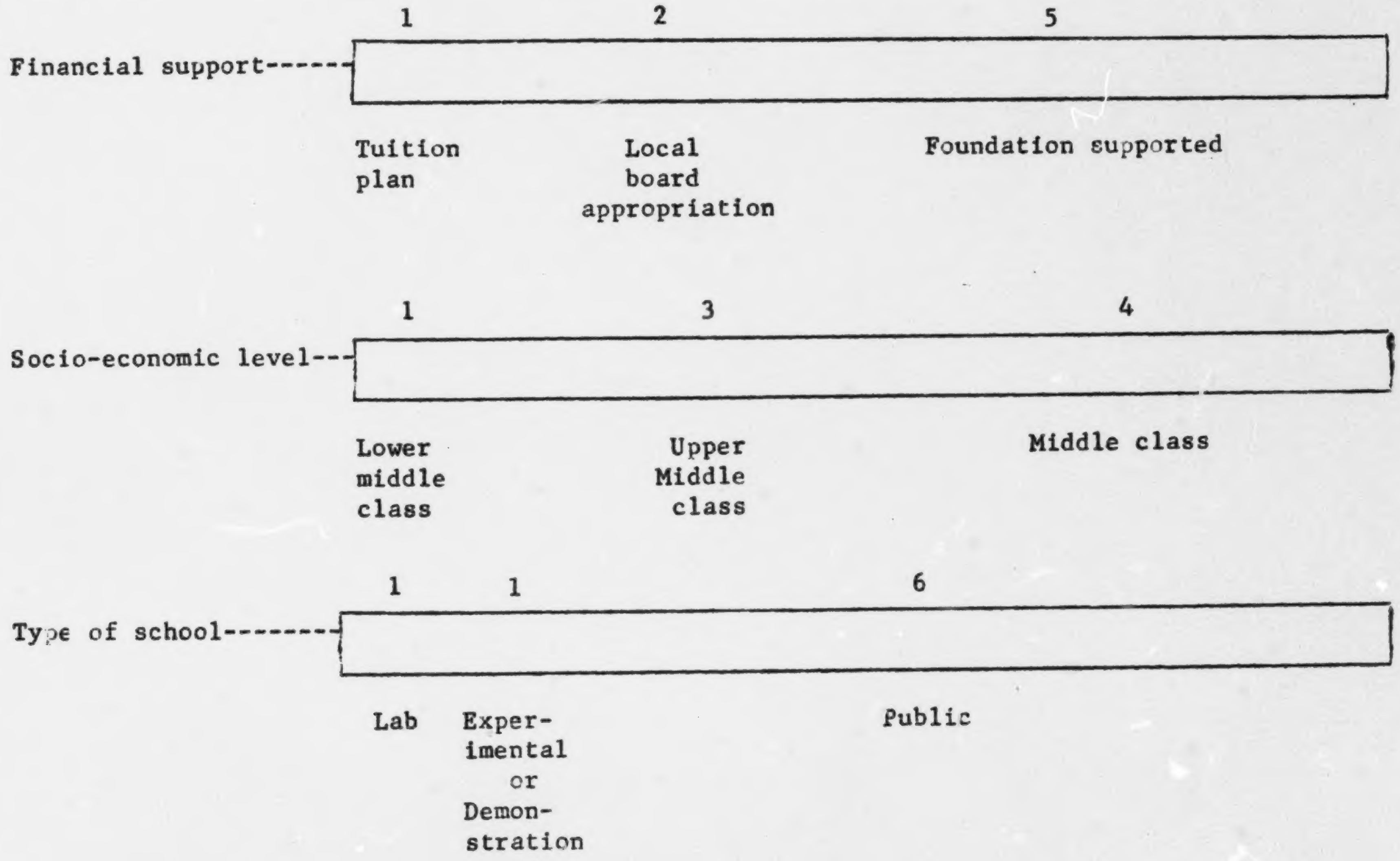
Type of scheduling:

Student grouping:

Grading system:

summary of this
data found on
following pages

Chart 10* (Cont'd)



* Numbers above sections in bars indicate number of schools in area designated below section.

Chart 10 (Cont'd)

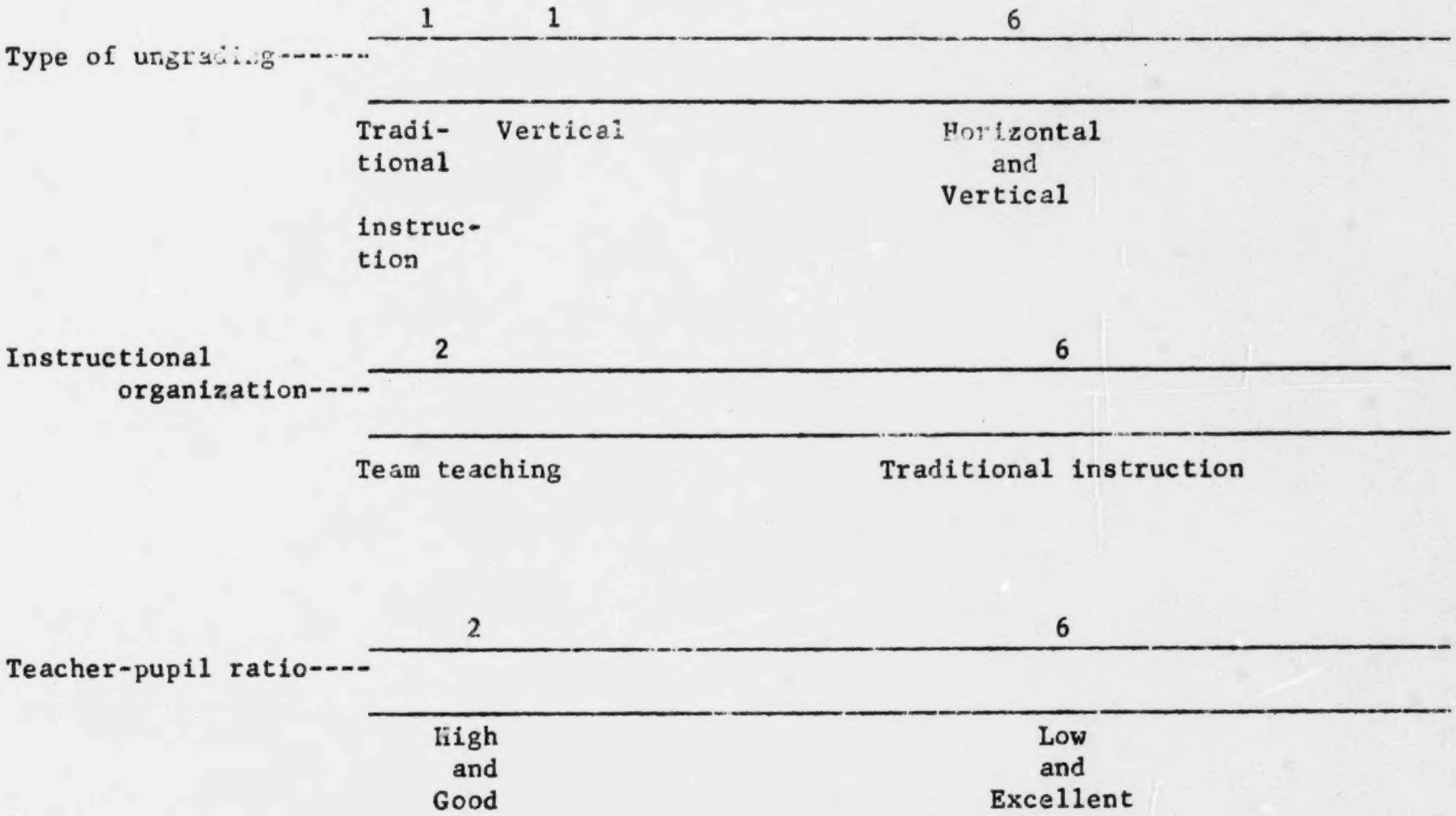
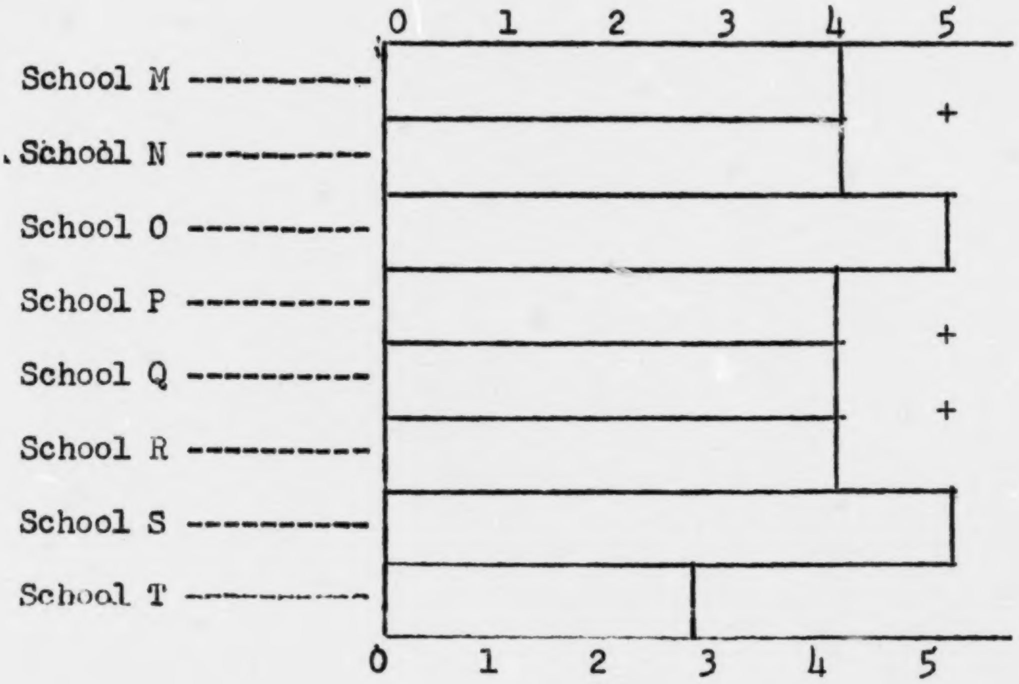

Type of ungrading------
1
1
6
Tradi-
tional
instruc-
tion
Vertical
Horizontal
and
Vertical
Instructional
organization----
2
6
Team teaching
Traditional instruction
Teacher-pupil ratio----
2
6
High
and
Good
Low
and
Excellent

Chart 10 Cont'd)

| | | | |
|---|---|---|---|
| Type of scheduling----- | 3 | 5 | |
| | Module | Period | |
| Student grouping------- | 2 | 2 | |
| | Achievement test alone | Achievement test<br>Ability<br>Teacher recommendation | Achievement test and Teacher recommendation |
| Grading system--------- | 2 | 6 | |
| | Grade and Graph | Letter grades | |

Chart 11
Average of Each
Secondary School



Legend:
5-EXCELLENT
4-VERY GOOD
3-GOOD
2-FAIR
1-POOR

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